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ABSTRACT

This is the first report on the performance indicators adopted by the Illinois Board of Higher Education in February 2003 to assess progress toward the six goals of "The Illinois Commitment." This imitative is a work in progress that will be implemented and refined over multiple years. This first report focuses on the statewide and "common" institutional indicators for which data are currently available. Data about these indicators indicate that Illinois colleges and universities are facing a growing and more diverse student population. Increasing enrollments and changing demographics will challenge higher education institutions in coming years. Higher levels of education are required in the "knowledge economy," and the demand will place pressures on the higher education system to respond. The educational capacity of Illinois exceeds that of the national average on many measures, but more effort is needed to further enhance educational participation and attainment levels. Funding constraints of recent years have contributed to tuition increases that fuel both affordability and fiscal accountability concerns. Greater reliance on student loans and a widening of the affordability gap for low-income students may hinder a student's access to, and choice among, higher education opportunities. Policy implications are discussed for each of the goals of the Illinois Commitment: (1) economic growth; (2) partnerships with P-12 education; (3) affordability; (4) access and diversity; (5) quality; and (6) productivity and accountability. Appendixes list effective practices reported by institutions and data sources and definitions and provide institutional data. (Contains 60 exhibits.) (SLD)

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ED 482 380

ASSESSING PROGRESS TOWARD MEETING THE GOALS OF *THE ILLINOIS COMMITMENT:*

PERFORMANCE INDICATORS
2003 ANNUAL REPORT

Illinois Board of Higher Education
December 2003

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EXECUTIVE SUMMARY

The *Performance Indicators 2003 Annual Report* represents the first report on the performance indicators adopted by the Illinois Board of Higher Education in February 2003 to assess progress toward the six goals of *The Illinois Commitment*. This initiative is a "work in progress" that will be implemented and refined over multiple years. This first report focuses on statewide and "common" institutional indicators for which data are currently available. This report is a companion to the *Statewide Results Report*.

What environmental factors are impacting Illinois higher education's ability to meet the goals of The Illinois Commitment?

Demographic Factors. Illinois colleges and universities are facing a growing and more diverse student population. Increasing enrollments and changing demographics will challenge higher education institutions in the coming years to meet the needs of these individuals while maintaining a high-level of quality.

Educational Factors. Higher levels of education are required in the "knowledge economy" and this demand will place pressures on the higher education system to respond. At the same time, data indicate that the K-12 population projected for the most growth in coming years (Hispanic), also has one of the lowest percentage of students currently meeting the state K-12 learning standards. This has significant implications for both K-12 and higher education in providing opportunities for all students to participate and succeed at all levels of education.

Economic Factors. Illinois' educational capacity exceeds that of the national average on many measures. However, more effort is needed to further enhance educational participation and attainment levels to help ensure the future economic viability of the state.

Fiscal and Policy Factors. Funding constraints in recent years have contributed to tuition increases that fuel both affordability and fiscal accountability concerns. In addition, a greater reliance on student loans and a widening of the affordability gap for low-income students may hinder a student's access to, and choice among, higher education opportunities.

What are the policy implications for economic growth (Goal 1)?

Illinois colleges and universities currently appear to do a good job preparing students to enter the workforce, providing graduates at all levels and across a broad array of program areas. However, given the projected Illinois workforce demands to have a more educated workforce and to fill the void of retiring baby boomers, further attention is required regarding the ability of the state's system of higher education to meet emerging needs.

What are the policy implications for partnerships with P-12 education (Goal 2)?

The overall number and distribution by certificate area of students completing requirements for initial teacher certification has remained relatively stable over the past few years. However, a more fundamental issue centers on the ability of all teachers (new and continuing) to meet the needs of a growing and increasingly diverse K-12 student population. Additional information is needed to gain a more complete understanding of how well Illinois' higher education system is meeting this goal. Initiatives such as the "Teacher Data Warehouse" are under development as a means to help close this data gap.

What are the policy implications for affordability (Goal 3)?

While the growing proportion of Illinois students receiving some form of financial assistance continues to grow, so does the "sticker price" and "net price" of attendance relative to income. The relatively significant proportion of student/family income required to cover out-of-pocket costs for those at the lowest income levels can serve as a barrier to access and degree completion. Although general research findings suggest that financial barriers are a primary reason why individuals do not attend college, the number of Illinois students who are not attending for this reason is unknown.

What are the policy implications for access and diversity (Goal 4)?

The number and diversity of students completing degree programs has increased over time at all levels and across all sectors of Illinois higher education. However, as the population of Illinois becomes more diverse, higher education institutions must continue their efforts to ensure all students have the opportunity to pursue and complete a postsecondary education.

What are the policy implications for quality (Goal 5)?

Measures of student learning outcomes are limited and incomplete at this time. The ongoing development and implementation of assessment plans for general education and all undergraduate and graduate programs are also primary components in achieving this goal. Ongoing efforts are underway to obtain information on student learning outcomes to be presented within the next performance indicators report in 2004.

What are the policy implications for productivity and accountability (Goal 6)?

The overall cost of instruction at public universities and community colleges has remained stable in recent years when controlling for inflation and enrollment. The proportion of students completing degree programs within the expected benchmark time period has also increased in all sectors on average. However, the continuing budget constraints facing Illinois higher education will require that all institutions ensure that resources continue to be directed to the highest priority areas in as productive manner as possible.

Next Steps

The next reporting cycle (the 2004 report) will incorporate additional indicators and analyses, as well as an assessment of progress toward specific institutional goals established relative to the common institutional indicators. Each institution has begun this goal-setting process. Board staff also will work with the higher education community to refine and improve upon the reporting process for 2004.

OVERVIEW OF ILLINOIS HIGHER EDUCATION

Characteristics of Illinois Higher Education

Illinois has one of the largest and most diverse systems of higher education in the nation, offering postsecondary opportunities to its citizens via 9 public universities on 12 campuses, 48 community colleges operating within 39 districts, 99 independent not-for-profit colleges and universities, and 28 independent for-profit institutions. In Fall 2002, over 781,000 students were enrolled in these institutions, ranking Illinois fourth among all states in total enrollment. Illinois also features a significant state student financial aid system (the third largest in terms of state-funded, need-based, undergraduate financial aid awarded) that assists students attending this myriad of institutions to achieve their educational goals. In addition, Illinois' higher education system has long been recognized as one of the best in the country, which has been validated by the national report cards issued by the National Center for Public Policy and Higher Education.[1]

The Illinois Board of Higher Education (IBHE) was established in 1961 to coordinate the state's diverse system of higher education. The Board addresses the interests of Illinois citizens, serves the Governor and General Assembly, and advances the interests of colleges and universities and sectors. State statute establishes the following major responsibilities for the IBHE: planning and policy development, academic program approval and review, budget recommendations, grant administration, authorization of independent institutions and programs, and information systems. The Illinois Community College Board (ICCB), the state coordinating board for community colleges, seeks to promote cooperation within the community college system and accommodate those state of Illinois initiatives involving community colleges.

Governance at the institutional level is entrusted to a board of trustees at each university or college. The governor appoints the public university trustees, while community college trustees are elected locally. Each independent college and university also has a locally appointed governing board.

The Illinois Commitment

The Illinois Commitment: Partnerships, Opportunities, and Excellence is the strategic plan adopted by the IBHE in February 1999. This plan presents the comprehensive goals of Illinois higher education in meeting the needs of the state and serving its citizens while respecting the diversity and uniqueness of each sector, as well as each institution. These six goals serve as the driving force for Illinois higher education policy and, as such, are the cornerstone of the performance indicators initiative. *The Illinois Commitment* asks each higher education institution to contribute to achieving the following statewide goals:

1. Higher education will help Illinois business and industry sustain strong economic growth.
2. Higher education will join elementary and secondary education to improve teaching and learning at all levels.
3. No Illinois citizen will be denied an opportunity for a college education because of financial need.
4. Illinois will increase the number and diversity of citizens completing training and education programs.

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[1] See www.highereducation.org

5. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

State Level Accountability Efforts

Illinois colleges and universities demonstrate accountability efforts through several mechanisms to the Governor, General Assembly, and others. Illinois has taken a comprehensive and integrated approach to the development of quality assurance and accountability processes at the state level through the leadership of the IBHE in collaboration with the Illinois higher education community. In part, this approach is in recognition of Illinois' large and diverse system of higher education, which increases the level of complexity in adequately meeting the many and varied needs of Illinois higher education's multiple constituencies. As such, the following activities and processes have been developed to increase productivity, cost-effectiveness, and accountability:

- "Results reports" depicting an institution's distinct contributions to meeting the goals of *The Illinois Commitment*;
- Academic program review;
- Budget development and oversight;
- Institutional reallocation of base budget resources from lower to higher priorities; and
- Other analytical studies, research, and reports.

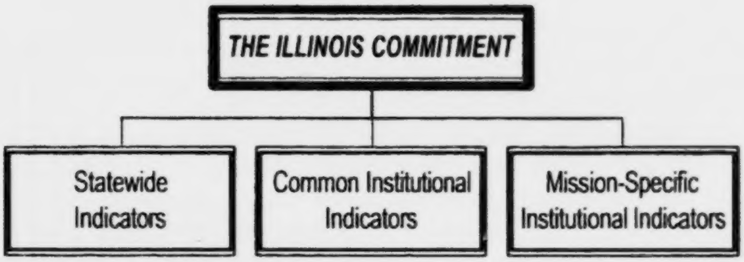
The recent development of performance indicators in support of *The Illinois Commitment*, which is the primary purpose of this report, serves to complement these existing activities and processes while ultimately enhancing higher education's accountability to the state. This report also serves as a companion to the *Statewide Results Report*, which provides a more qualitative assessment of Illinois higher education's progress toward meeting the goals of *The Illinois Commitment*.

DEVELOPMENT OF PERFORMANCE INDICATORS RELATED TO *THE ILLINOIS COMMITMENT*

In December 2001, the IBHE approved the development of a set of statewide and common institutional performance indicators to provide an objective and systematic assessment of progress toward the six goals of *The Illinois Commitment* and to identify potential areas for improvement at the state and institutional levels.

The performance indicators framework consists of three types of indicators: **statewide indicators** related to Illinois' overall system of higher education; **"common" indicators** for all institutions; and **mission-specific indicators** related to each institution's unique role and mission within the state's system of higher education.

Exhibit A


THE ILLINOIS COMMITMENT
Statewide Indicators
Common Institutional Indicators
Mission-Specific Institutional Indicators

An advisory committee consisting of administrators, faculty, and students from all sectors was formed to develop guiding principles and the recommendation of potential statewide and common institutional indicators. Guided by a highly consultative and systematic process, the committee's final recommendations were unanimously approved by the IBHE in February 2003.[2]

The *Performance Indicators 2003 Annual Report* represents the first attempt to examine accountability efforts of higher education via the recently recommended performance indicators. This initiative is a "work in progress" that will be implemented and refined over multiple years. In this first year, the report will focus on statewide and "common" institutional indicators for which data are currently available. Also included are specific examples of "effective practices" currently in place at Illinois colleges and universities that are related to the six goals of *The Illinois Commitment.* In the case of some goals, indicators for which data are unavailable or incomplete provide only a partial picture of progress toward that goal. Subsequent reports will incorporate additional indicators, including the addition of mission-specific measures, an assessment of progress toward indicator goals for both statewide and common institutional indicators, as well as additional trend analyses that will be possible with enhanced data collection over a period of years.

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[2] This report, *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*, can be found at http://www.ibhe.org/Board/Agendas/2003/February/Item%206%20Report.pdf.

ENVIRONMENTAL FACTORS IMPACTING ILLINOIS HIGHER EDUCATION

Progress toward meeting the goals of *The Illinois Commitment* is related in part to higher education's external environmental. Measures of institutional performance must be considered within this overall environmental context. This section will discuss the key external environmental factors impacting Illinois higher education from a statewide perspective to provide the context in which the state's system of higher education addresses the goals of *The Illinois Commitment*.

What are the policy implications of environmental factors for Illinois higher education?

✓ Illinois colleges and universities are facing a growing and more diverse student population, which is projected to continue throughout this decade.

✓ Higher levels of education are required in the "knowledge economy" and this demand will place pressures on the higher education system to respond.

✓ Illinois' educational capacity exceeds the national average on many measures, but more effort is needed to further enhance educational participation and attainment in order to ensure future economic viability.

✓ State funding constraints in recent years have contributed to tuition increases that fuel both affordability and fiscal accountability concerns.

Demographic Factors

As the population of Illinois increases, so too does the diversity of the state. From 1990 to 2000, the overall population increased by 8.6 percent. Population projections anticipate another 6.3 percent increase from 2000 to 2015. Exhibit B depicts the projected changes by race and ethnicity from 2000 to 2015.

Exhibit B
The Increasing Diversity of Illinois' Population[3]

Race/Ethnicity	2000	2015	Percent Change
White	9,737,561	10,135,285	4.1%
Black	1,864,081	2,037,262	9.3%
American Indian	27,117	33,520	23.6%
Asian	422,059	601,769	42.6%
Hispanic	1,268,090	1,839,741	45.1%
Non-Hispanic	10,782,728	10,968,095	1.7%
Total Population	12,050,818	12,807,836	6.3%

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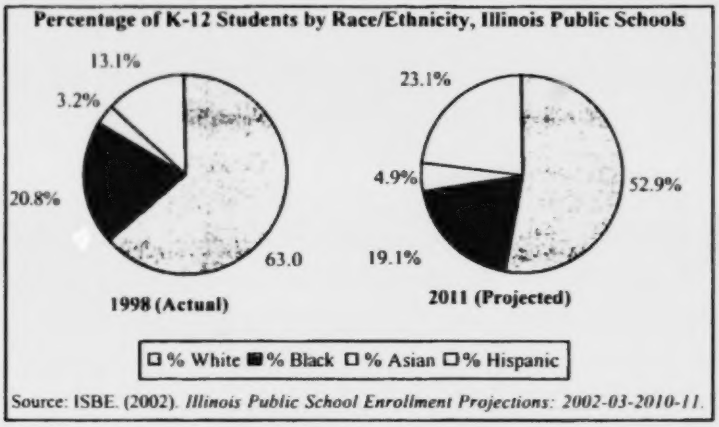
[3] Race/Ethnicity categories included in Exhibit B are based on the 2000 Census Bureau classifications. Race/Ethnicity categories used elsewhere in this report are based on IPEDS classifications. The difference in collection methods between these two entities is not comparable.

Exhibit C

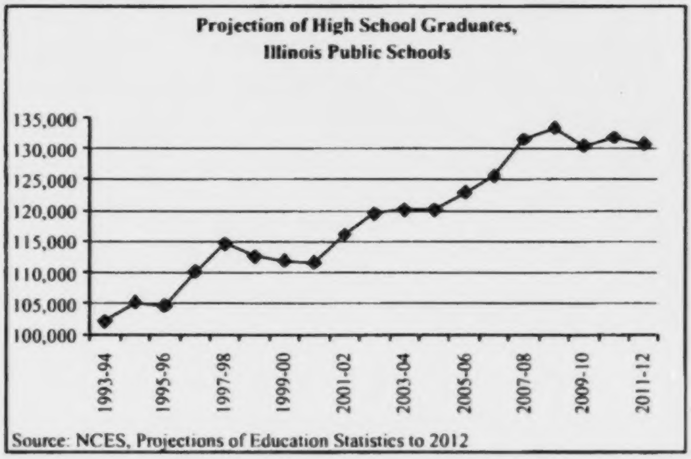

Percentage of K-12 Students by Race/Ethnicity, Illinois Public Schools

Source: ISBE. (2002). *Illinois Public School Enrollment Projections: 2002-03-2010-11.*

The percentage of Asian and Hispanic student enrollments in the K-12 system is projected to continue to increase. The percentage of Hispanic students enrolled in public schools is projected to increase by ten percent from 1997-98 to 2010-11. The percentage of White and Black students is expected to gradually decrease.

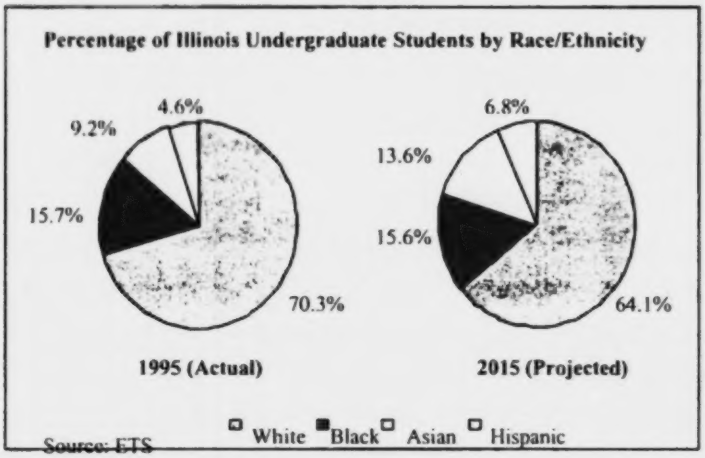
Exhibit D illustrates the expected continuation of growth of public high school graduates in Illinois. The number of graduates is expected to increase by 12.5 percent from 2002 to 2012. This surpasses the national projection of 7.4 percent for the same time period. The increase in high school graduates will be a significant factor in enrollment planning for Illinois higher education institutions.

Exhibit D


Projection of High School Graduates, Illinois Public Schools

Source: NCES, Projections of Education Statistics to 2012

Exhibit E


Percentage of Illinois Undergraduate Students by Race/Ethnicity

Source: ETS

Exhibits E and F illustrate the anticipated growth in undergraduate enrollment by race/ethnicity and age, which corresponds to the projected increase in the number of high school graduates and the diversity of the student body. As shown in Exhibit E, Asian and Hispanic students are expected to increase from 1995 to 2015, while the percentage of White students is expected to decrease.

Why the expected increase in the number of undergraduates on campus in 2015?

- Higher Generation Y Births
- Better Preparation
- More Older Students
- Rising Immigration
- Changing Family Circumstances

- Carnevale & Fry. (2000). *Crossing the Great Divide.* ETS.

Exhibit F

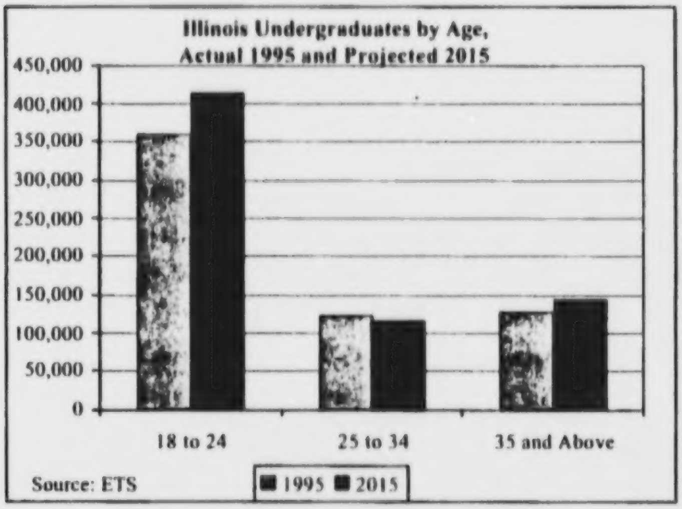


Exhibit F shows the projected increase in the number of undergraduates entering Illinois postsecondary education by 2015. As shown, the greatest influx of new students will come from "traditional age" students (18-24), with a 15.6 percent increase in undergraduates from this age group expected during this period.

Exhibit G

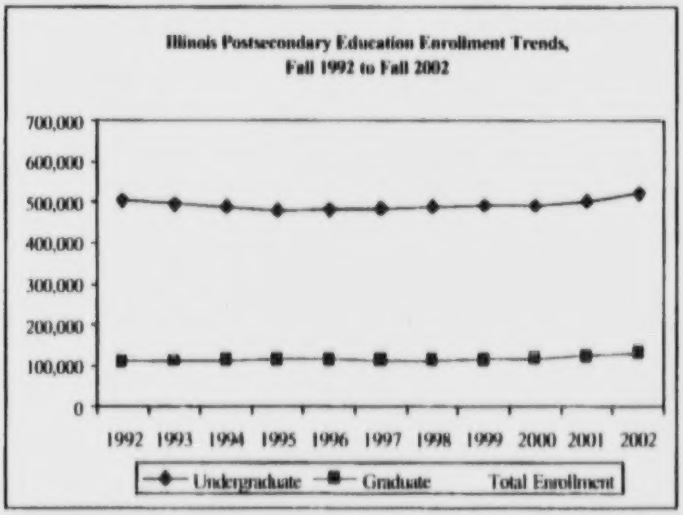


Exhibit G illustrates that overall enrollment in Illinois higher education has grown steadily since the mid-1990s. From Fall 1992 to Fall 2002, total enrollment grew by almost nine percent. This trend is consistent with the increasing number of Illinois high school graduates, as approximately 61 percent of these students continue on to higher education.

How do these demographic factors impact the goals of *The Illinois Commitment?*

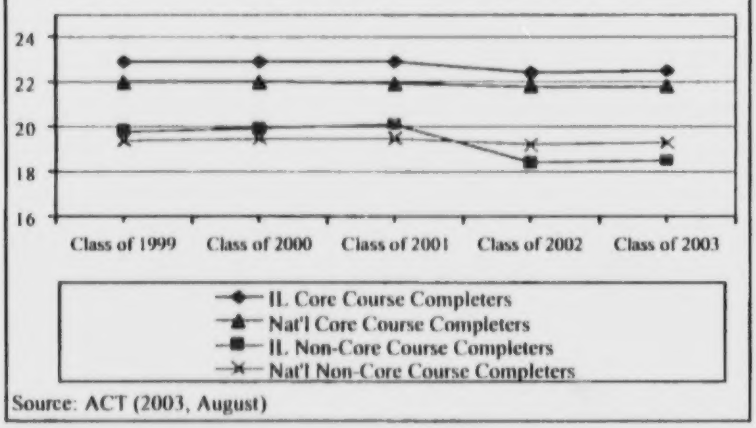
Increasing enrollments and a more diverse student population will challenge higher education institutions to meet the needs of these individuals *(Goal 4)* while maintaining a high-level of quality *(Goal 5).*

Educational Factors

Exhibit H compares Illinois average ACT composite scores with the nation in terms of those students pursuing the ACT recommended core curriculum and those who do not. The ACT core curriculum includes four years of English and three years each of mathematics (algebra and above), social sciences, and natural sciences. Beginning with the Class of 2002, all students in Illinois public schools are required to take the ACT as part of the Prairie State Achievement Examination (PSAE), which accounts in part for the decline in the Illinois average between 2001 and 2002.

Exhibit H

Five Year Average ACT Composite Scores, By Level of Academic Preparation



Source: ACT (2003, August)

The ACT results indicate that students taking the core curriculum do much better on the exam. This also suggests that these students are better prepared for college course work, which is a key determinant of college success. The current minimum requirements for high school graduation in Illinois are less rigorous than the ACT-recommended core curriculum.

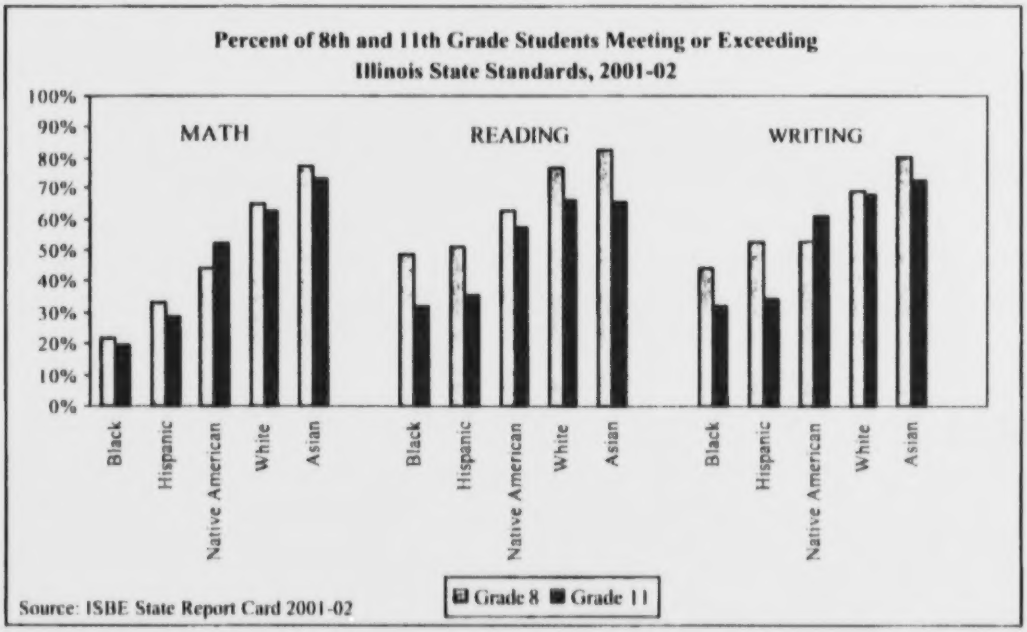
ACT Highlights
Illinois Class of 2003

- 34 students scored a perfect 36 (only 195 students nationally achieved a perfect score).
- 65 percent of the Class of 2003 reported the desire to pursue at least a bachelor degree.
- 41 percent of the 134,505 Illinois students taking the ACT reported taking a "core" college prep curriculum.

Source: Illinois State Board of Education

Exhibit I shows the percentage of Illinois students (8th grade and 11th grade) that are either meeting or exceeding Illinois Learning Standards (ILS) for 2001-02 as indicated by the ISAT/PSAE exams. The ILS define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. As depicted in Exhibit I, the K-12 population projected for the most growth in coming years (Hispanic), also has one of the lowest percentage of students currently meeting the learning standards. This has significant implications for both the state's K-12 system as well as the future ability of the state's system of higher education in providing opportunities for all students to participate and succeed at all levels of education.

Exhibit I



Percent of 8th and 11th Grade Students Meeting or Exceeding Illinois State Standards, 2001-02

Source: ISBE State Report Card 2001-02

> *"Educational attainment levels...are the yardstick used throughout the world to measure economic growth potential."*
>
> - Education Commission of the States. (2003). *Closing the College Participation Gap*

Exhibit J (next page) provides a comparison of various measures of Illinois' higher education participation and attainment level relative to the national average:

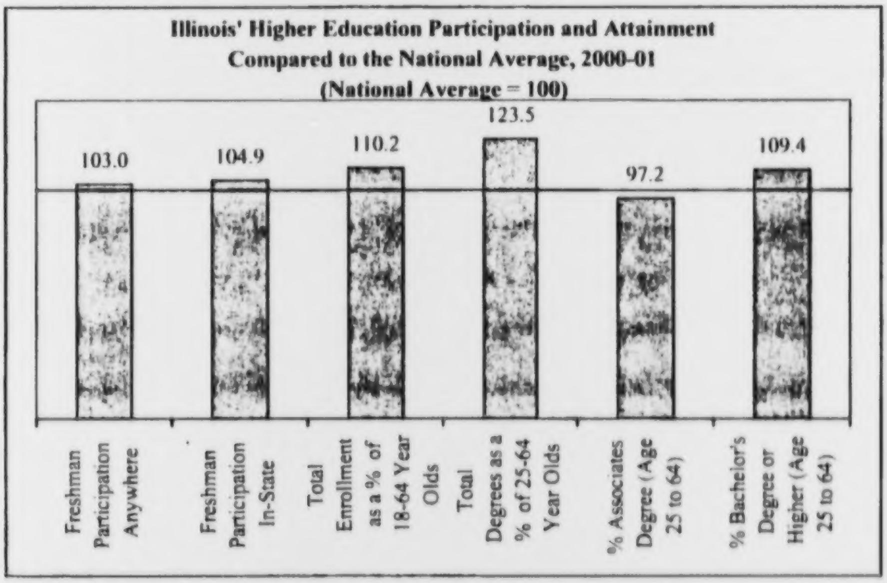
- The percent of high school graduates enrolling in higher education anywhere as new freshmen within 12 months of high school graduation;
- The percent of high school graduates enrolling in higher education in-state as new freshman within 12 months of high school graduation;
- The percent of 18- to 64-year old Illinois residents enrolled in higher education;

- Total degrees produced in 2000-01 as a percent of 24- to 64-year old Illinois residents;
- The percent of 24- to 64-year old Illinois residents with an associate degree; and
- The percent of 24- to 64-year old Illinois residents with a baccalaureate degree or higher.

The comparisons in Exhibit J suggest the following implications for Illinois:

- Illinois does well in terms of overall participation in college of recent high school graduates and although many Illinois high school graduates attend college out of state, the in-state participation rate still exceeds the national average;
- Illinois does well in terms of enrollment and degrees produced relative to its population; but
- Illinois has a somewhat lower level of overall educational attainment of its population given its relative level of degree production, which suggests a net out-flow of college graduates from the state.

Exhibit J



How do these educational factors impact the goals of *The Illinois Commitment?*

Are students well-prepared to enter college and the workforce? Postsecondary institutions will need to partner with P-12 schools to help move students successfully through the academic pipeline *(Goal 2)*. As a whole, Illinois exceeds the national average in most educational attainment areas, however more college graduates will be required to meet the growing demand of employers and to fill the void soon to be created by the retirement of the baby boomers *(Goal 1)*.

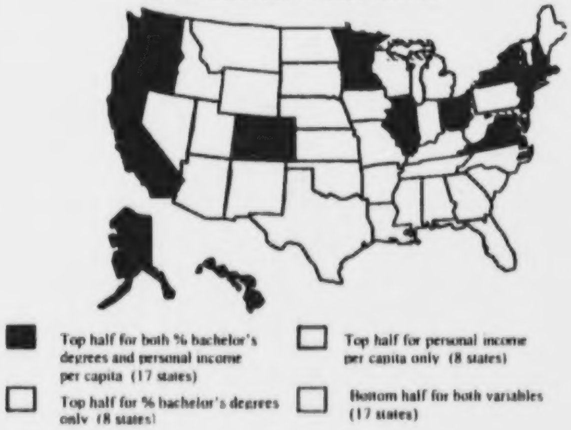
Economic Factors

> *"In the current economy, the only decision more expensive than going to college is not going to college, because college-level wages are rising and the wages of those with high school or less are declining."*
>
> \- Educational Testing Service. (2003). *Standards for What? The Economic Roots of K-16 Reform.*

Higher education makes several contributions to the economic well-being of a state. As shown in Exhibit J, there is a strong correlation between income and educational attainment. The value of higher education for an individual also extends beyond monetary benefits. Research has shown that college-educated individuals are more productive, healthier, less likely to commit violent crimes, and more civic-minded than those who do not have a college education.

Exhibit K

Personal Income Per Capita and Percent of Adults with at least a Bachelor's Deeree. 2000

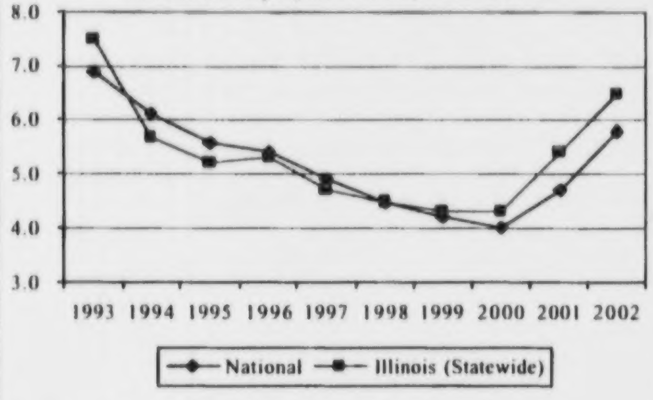

Top half for both % bachelor's degrees and personal income per capita (17 states)
Top half for personal income per capita only (8 states)
Top half for % bachelor's degrees only (8 states)
Bottom half for both variables (17 states)

Source: ISAC (2002). Using 2000 Census Data.

In addition to individual benefits, higher education also contributes to continued economic growth and societal improvements by (1) generating new knowledge and discoveries leading to innovations that increase productivity and bring new products to the marketplace; (2) impacting local communities, states, and the nation through direct institutional expenditures and employment, as well as the expenditures of students and visitors; and (3) providing services and activities to citizens, government, and businesses.

Exhibit L

Annual Unemployment Rate, 1993 to 2002



Source: U.S. Dept. of Labor, Bureau of Labor Statistics

As illustrated in Exhibit L, unemployment has increased steadily since 2000 as a result of the economic downturn. During periods of high unemployment, enrollments at postsecondary institutions tend to increase. This is especially true for community colleges as persons seek training opportunities to get back into the job market or to improve their marketability.

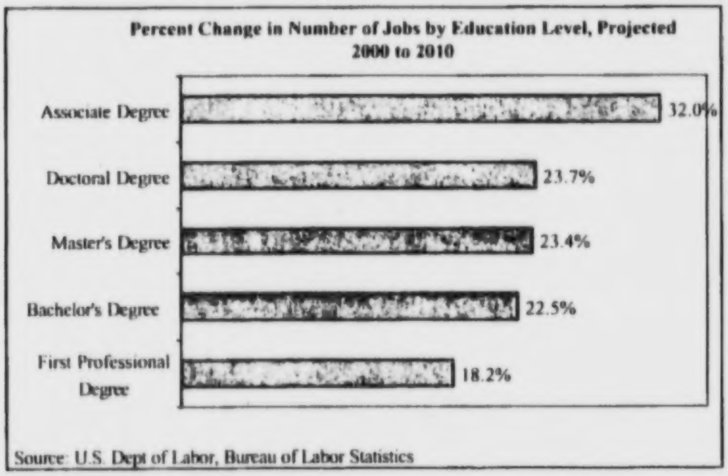
> *"Occupations requiring a postsecondary vocational award or an academic degree, which accounted for 29 percent of all jobs in 2000, will account for 42 percent of total job growth from 2000 to 2010."* - Monthly Labor Review (November 2001)

Exhibit M provides a list of those occupations, by education level, that the Illinois Department of Employment Security projects will offer the most annual job openings each year.

Exhibit M
Illinois' Top "Best Bet" Occupations[4]

Work Experience + Bachelor's Degree or Higher	**Associate's Degree**
1. Sales Managers	1. Registered Nurses
2. Computer & Information Systems Managers	2. Computer Support Specialists
3. Lawyers	3. Dental Hygienists
4. Pharmacists	4. Radiologic Technologists & Technicians
5. Education Administrators, K-12	
Bachelor's Degree	**Postsecondary Vocational Training**
1. Registered Nurses	1. Automotive Service Technicians/ Mechanics
2. Secondary School Teachers	2. Licenses Practical Nurses
3. Computer Software Engineer: Applications	3. Computer Specialists
4. Computer Systems Analyst	4. Medical Secretaries
5. Network & Computer Systems Administration	5. Medical Transcriptionists

Exhibit N



Percent Change in Number of Jobs by Education Level, Projected 2000 to 2010

Source: U.S. Dept of Labor, Bureau of Labor Statistics

The growing need for a postsecondary education is reflected in the national outlook for employment. Exhibit N shows the projected growth in the number of jobs by education level. As illustrated, employment opportunities in occupations requiring at least an Associate Degree are expected to experience the largest growth, 32 percent, from 2000-2010.

How do these economic factors impact the goals of *The Illinois Commitment?*

Enhancing and maintaining access to postsecondary education opportunities for Illinoisans *(Goal 4)* is the best way to ensure the current and future economic competitiveness of the state *(Goal 1)*, which in turn places increased enrollment pressures on the state's system of higher education.

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[4] Defined as those "occupations that combine a high growth rate with a large number of annual openings and pay well for the level of training/education". (IDES, *Illinois Job Outlook in Brief, 2002-03.)*

Fiscal and Policy Factors

Illinois provides a relatively modest level of overall funding for higher education when compared to other states. Exhibit O presents comparative data on state higher education appropriations for fiscal years 1993 and 2003. The indicators – state higher education appropriations per capita and per $1,000 income – allow for comparisons to be made among states on the relative funding effort for higher education by controlling for differences in population and reflecting the relative wealth or economic capacity of a state. Despite some improvement during this period, Illinois remains in the bottom half of all states in both measures.

Exhibit O

State Appropriations for Higher Education Operating Expenses Per Capita and Per $1,000 Personal Income, FY93 and FY03

	FY 1993		FY2003		Change: FY 1993 to 2003		
Indicator	**Amount ($)**	**Rank Among States**	**Amount ($)**	**Rank Among States**	**$**	**%**	**Rank**
State Appropriations for Higher Education Operating Expenses Per Capita							
Illinois	**148.91**	**36**	**221.18**	**26**	**72.27**	**48.5%**	**10**
National Median	161.92	--	221.94	–	60.02	37.1%	–
State Appropriations for Higher Education Operating Expenses Per $1,000 Personal Income							
Illinois	**7.18**	**39**	**6.66**	**32**	**-0.52**	**-7.2%**	**7**
National Median	9.34	--	7.33	–	-2.01	-21.5%	–

Source: *Grapevine* , Center for the Study of Education Policy, Illinois State University.

Exhibit P shows the trend in state general funds support for higher education operations and grants between fiscal years 1990 and 2004, both in current and inflation-adjusted dollars. After a sustained period of growth, state general funds support for higher education decreased over the past two years, from $2.7 billion in fiscal year 2002 to $2.4 billion in fiscal year 2004.

Exhibit P
State General Funds Appropriations for Higher Education, FY90 to FY04

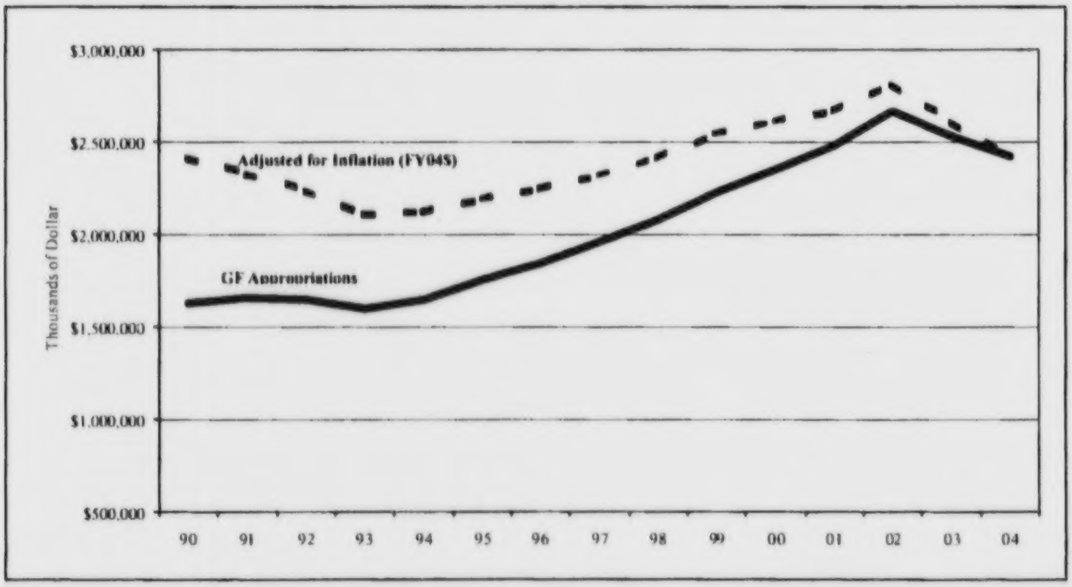
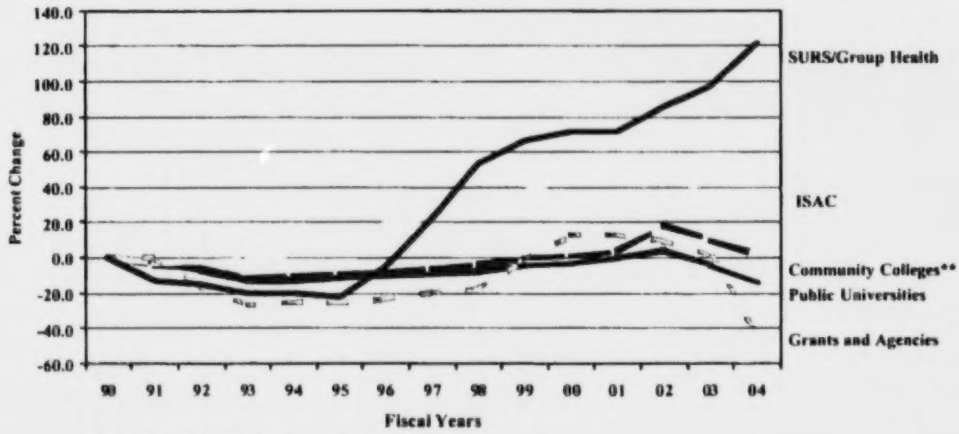


Exhibit Q shows the cumulative percentage change in state general funds support for higher education by sector, adjusted for inflation. As noted, significant resources have been invested in the State Universities Retirement System (SURS) since the mid-1990s in response to a statutory change to improve the long-term financial condition of all state-funded retirement systems. In addition, state general funds support for the Illinois Student Assistance Commission (ISAC) increased by $102.1 million, or 34.5 percent. Virtually all of the funds appropriated to ISAC are for direct student assistance (98.6 percent), the majority of which is through the Monetary Award Program (MAP).

Exhibit Q
Percent Change in State General Funds Appropriations for Higher Education by Sector
Fiscal Years 1990 to 2004 (Adjusted for Inflation*)

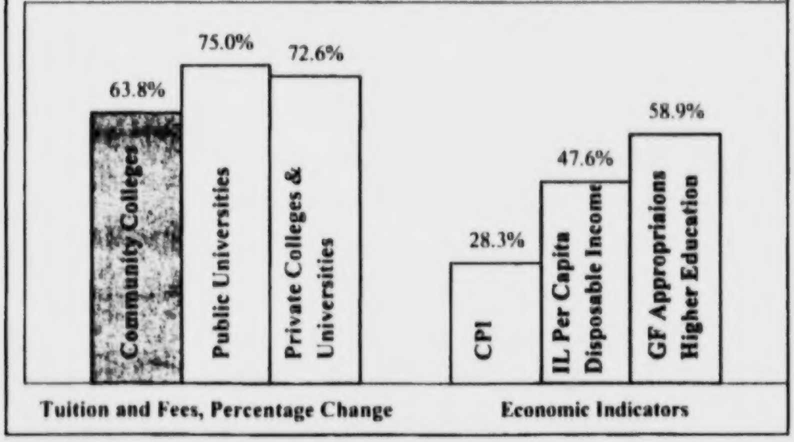


* In Fiscal Year 2004 Constant Dollars (estimated)
**Includes Adult Education

Exhibit R shows that tuition and fees in all sectors have increased faster than inflation or the standard economic indicators for the period from fiscal year 1993 to fiscal year 2003.

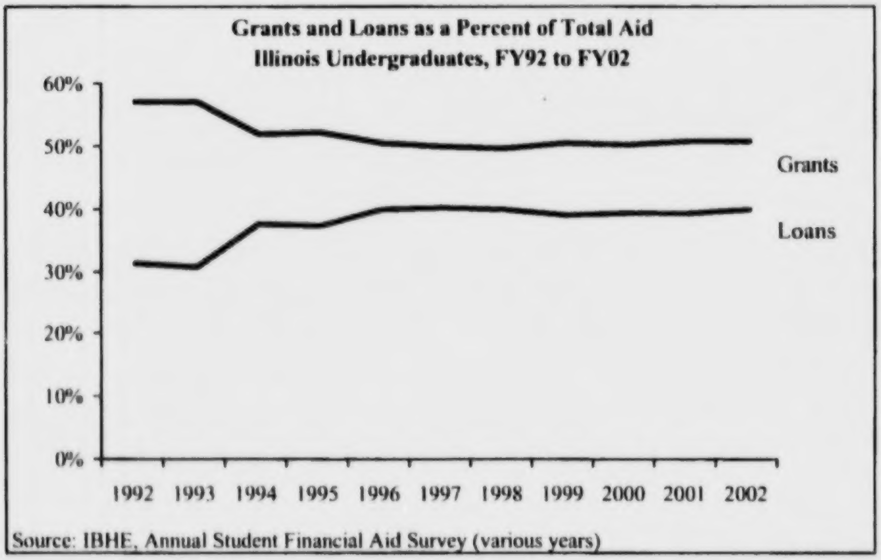
Exhibit R

Comparison of Illinois Higher Education Tuition and Fees to Economic Indicators, FY93 to FY03



Nationally, research has emphasized the growing reliance of student loans to pay for college. Exhibit S depicts a ten-year trend for Illinois that indicates overall, grants account for a larger percent of total aid than loans for undergraduate students. This is, in part, the result of the significant investment made by Illinois in need-based financial aid, primarily through the Monetary Award Program (MAP). The MAP Grant is the second single largest program of its kind in the nation ($372.4 million compared to New York's $674.6 million in 2001-02). However, the growing debt faced by Illinois students is still very much a concern, as the dollars borrowed have outpaced grant growth over the last 10 years, with the amount borrowed by undergraduate students nearly tripling during this time period. In addition, a growing reliance on student loans also precludes many students and families from pursuing higher education.

Exhibit S



Source: IBHE, Annual Student Financial Aid Survey (various years)

The combination of rising tuition along with other factors has raised concerns about both the affordability and fiscal accountability of Illinois higher education. As a result, the Governor and General Assembly enacted two key pieces of legislation.

- Public Act 93-0228, often referred to as the "truth-in-tuition" law, responds to the concerns of the rising cost of attendance at Illinois public universities. This Act requires tuition to be kept level for four consecutive years after first enrollment in a public university for Illinois resident undergraduates. The tuition guarantee would apply to those students who first enroll after the 2003-04 academic year.

- Public Act 93-0229 requires that all appropriations to public universities be by standard line item. The Act also requires that public universities report on prior year revenues and expenditures to the Governor and General Assembly through the IBHE by November 1 each year.

The higher education community is working together to increase the transparency of their operations and increase accountability efforts by enhancing the oversight role of public university boards of trustees within the budget process, reducing administrative costs, and exploring possibilities for other methods of operational streamlining. In addition, the IBHE undertook a one-year study of affordability, which concluded in August 2003.[5] Recommendations have already begun to be implemented, which include: the "truth-in-tuition" law, expansion of the Illinois Incentive for Access Grant Program (Public Act 93-0455), and exploration of opportunities for reducing regulatory and reporting requirements to help reduce costs.

How do these fiscal and policy factors impact the goals of *The Illinois Commitment?*

Reductions in state appropriations to higher education challenge the state's system of higher education to find creative ways to improve productivity and demonstrate a high-level of public accountability (*Goal 6)*, while also maintaining educational quality *(Goal 5)*. In tough economic times, the commitment to maintain an affordable education becomes of even greater importance as an education plays a key role in helping individuals to gain entrance to the workplace (*Goals 1 and 3)*. In addition, a greater reliance on student loans and a widening of the college affordability gap for low-income students may hinder a student's access to, and choice among, higher education opportunities *(Goals 3 and 4)*.

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[5] See http://www.ibhe.org/Board/Agendas/2003/August/Item%209%20Report.pdf

MEETING THE GOALS OF *THE ILLINOIS COMMITMENT*

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

What are the policy implications of the performance indicators for economic growth?

- ✓ Illinois colleges and universities appear to do a good job of preparing students to enter the workforce, providing graduates at all levels and across a broad array of program areas.
- ✓ However, given the projected Illinois workforce demands noted earlier, is the state's system of higher education positioned to meet emerging needs? Periodic statewide follow-up surveys of employers and other studies should be conducted to help answer this question.

Statewide Indicators

Satisfaction of Illinois business and industry with Illinois higher education

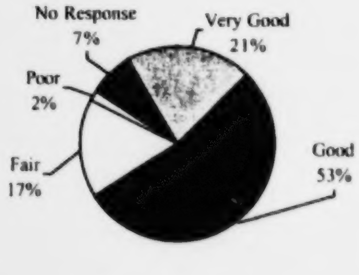
Approximately 1,000 employers representing various types and sizes of firms from across the state were interviewed to assess how well higher education was meeting the needs of the business community.[6] In general, the survey findings were very positive, but yet there is room for improvement.

Overall, how would you rate the job Illinois colleges and universities are doing in preparing its graduates for the workforce?

As shown in Exhibit 1-1, 74 percent of employers indicated that higher education is doing either good or very good in preparing graduates for the workforce. Two employer categories – non-manufacturing and those with over 250 employees – voiced the greatest levels of satisfaction.

Exhibit 1-1

Employer Perceptions of the Preparedness of College Graduates for the Workforce



Source: IBHE Employer Satisfaction Survey, 1998

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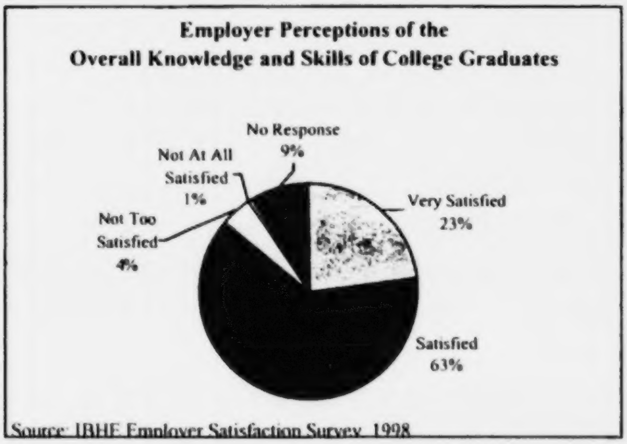
[6] IBHE (1998, November). *Employer satisfaction with higher education in Illinois, 1998*. A survey conducted for the Illinois Board of Higher Education by the Center for Governmental Studies, Northern Illinois University.

Exhibit 1-2



Source: IBHE Employer Satisfaction Survey, 1998

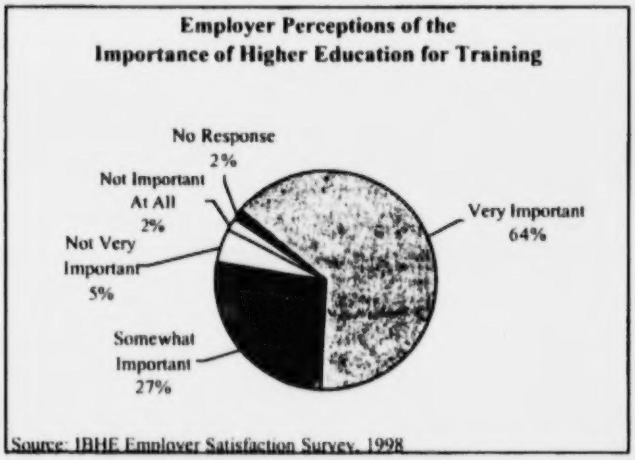
How satisfied or dissatisfied are you with the overall knowledge and skills of your recently hired college graduates?

As depicted in Exhibit 1-2, over 85 percent of employers interviewed indicated they are either very satisfied or satisfied with the overall skills and knowledge of Illinois graduates.

How important do you think higher education in Illinois is for the "on-going" training needs of your employees?

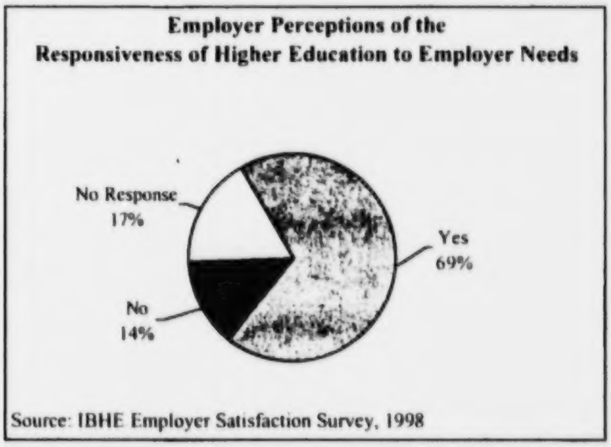
Exhibit 1-3 indicates that over 90 percent of employers interviewed view higher education as either very important or somewhat important for meeting their training needs. Two employer categories – non-manufacturing and those with over 250 employees – tended to rank higher education as more important for training than did other employers.

Exhibit 1-3



Source: IBHE Employer Satisfaction Survey, 1998

Exhibit 1-4



Source: IBHE Employer Satisfaction Survey, 1998

In your association with colleges and universities in recent years, would you say that they have been very responsive to your needs?

As illustrated in Exhibit 1-4, 69 percent of employers interviewed indicated that higher education institutions are responsive to their needs. Employers in the trade, financial services, and personal services firms rated higher education as more responsive than did other non-manufacturing and manufacturing companies.

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Annual number of Illinois graduates by level and broad field of study

Exhibit 1-5 illustrates the trend in the number of graduates in various fields of study over the last two decades and reflects the ebb and flow of demand and interest across these program areas during this period.

Exhibit 1-5
Number of Illinois Graduates by Level and Broad Field of Study

						Percent Change		
	FY 1985	FY 1992	FY 2000	FY 2001	FY 2002	FY85-02	FY92-02	FY00-02
Agriculture								
Pre-Baccalaureate	460	510	709	634	734	59.6 %	43.9 %	3.5 %
Baccalaureate	724	453	637	647	680	(6.1)	50.1	6.8
Post-Baccalaureate	184	173	123	130	139	(24.5)	(19.7)	13.0
Total	1,368	1,136	1,469	1,411	1,553	13.5	36.7	5.7
Business								
Pre-Baccalaureate	9,257	7,280	7,277	7,770	8,540	(7.7)	17.3	17.4
Baccalaureate	9,686	11,057	10,617	10,790	12,035	24.3	8.8	13.4
Post-Baccalaureate	4,460	5,822	6,873	7,149	8,497	90.5	45.9	23.6
Total	23,403	24,159	24,767	25,709	29,072	24.2	20.3	17.4
Education								
Pre-Baccalaureate	241	52	151	102	123	(49.0)	136.5	(18.5)
Baccalaureate	4,348	5,861	6,259	6,380	6,520	50.0	11.2	4.2
Post-Baccalaureate	3,688	6,052	7,536	7,822	8,403	127.8	38.8	11.5
Total	8,277	11,965	13,946	14,304	15,046	81.8	25.8	7.9
Engineering								
Pre-Baccalaureate	2,306	1,628	1,362	1,390	1,596	(30.8)	(2.0)	17.2
Baccalaureate	4,117	3,565	3,300	3,434	3,428	(16.7)	(3.8)	3.9
Post-Baccalaureate	1,147	1,377	1,489	1,490	1,341	16.9	(2.6)	(9.9)
Total	7,570	6,570	6,151	6,314	6,365	(15.9)	(3.1)	3.5
Health Sciences								
Pre-Baccalaureate	6,017	7,102	7,028	8,576	8,696	44.5	22.4	23.7
Baccalaureate	3,020	2,435	3,542	3,279	3,287	8.8	35.0	(7.2)
Post-Baccalaureate	3,266	3,653	4,198	4,217	4,083	25.0	11.8	(2.7)
Total	12,303	13,190	14,768	16,072	16,066	30.6	21.8	8.8
Liberal Arts and Sciences								
Pre-Baccalaureate	5,852	8,880	9,641	9,777	9,688	65.6	9.1	0.5
Baccalaureate	1,552	2,556	2,292	2,397	2,308	48.7	(9.7)	0.7
Post-Baccalaureate	40	79	168	183	200	400.0	153.2	19.0
Total	7,444	11,515	12,101	12,357	12,196	63.8	5.9	0.8
Social Sciences								
Pre-Baccalaureate	112					—	---	---
Baccalaureate	3,771	5,406	4,718	4,877	4,943	31.1	(8.6)	4.8
Post-Baccalaureate	861	1,043	1,102	1,068	1,102	28.0	5.7	0.0
Total	4,744	6,449	5,820	5,945	6,045	27.4	(6.3)	3.9
Visual and Performing Arts								
Pre-Baccalaureate	548	418	767	872	988	80.3	136.4	28.8
Baccalaureate	2,039	2,376	3,087	3,323	3,724	82.6	56.7	20.6
Post-Baccalaureate	740	736	782	859	898	21.4	22.0	14.8
Total	3,327	3,530	4,636	5,054	5,610	68.6	58.9	21.0
All Other								
Pre-Baccalaureate	8,583	13,163	11,979	13,806	13,647	59.0	3.7	13.9
Baccalaureate	16,409	18,938	20,219	20,180	21,014	28.1	11.0	3.9
Post-Baccalaureate	6,871	8,417	9,741	9,864	10,063	46.5	19.6	3.3
Total	31,863	40,518	41,939	43,850	44,724	40.4	10.4	6.6

Source: IPEDS Degrees Conferred Survey. The fields of study reflect CIP code groupings and do not necessarily reflect the actual number of degrees granted by a specific college at an institution, such as Education or Liberal Arts & Sciences.

Annual sponsored research expenditures

Research and development (R&D) expenditures measure the competitiveness of the state and its institutions. As shown in Exhibit 1-6, Illinois' doctorate-granting institutions have done well overall in securing R&D funding. The lower ranking in the percent of total R&D expenditures from federal sources suggests that there is an opportunity for growth in this area. However, the institution's ability to obtain federal funds is inextricably linked to the capability of the institution to attract and retain top-notch faculty and staff.

Exhibit 1-6
R&D Expenditures at Illinois Doctorate-Granting Institutions
(Dollars in thousands)

	FY1999		FY2000		FY2001	
R&D Expenditures	$	Rank	$	Rank	$	Rank
Doctorate-Granting Institutions, All Sources	1,086,793	7	1,157,321	7	1,268,364	7
Doctorate-Granting Institutions, Federal Sources	618,342	7	672,822	7	733,648	7
Percent of R&D Expenditures from Federal Sources	56.9%	20	58.1%	19	57.8%	20

Source: NSF, Survey of Research and Development Expenditures at Universities and Colleges, FY2001

Common Institutional Indicators

Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation

The vast majority of Illinois' public institution undergraduates find employment or enroll in further education within one year of graduation (Exhibit 1-7). These figures strongly suggest that students are well-prepared for the future – whether it be entering the workforce or continuing their education.

Exhibit 1-7
Undergraduate Students Employed or Enrolled in Further Education
Within One Year of Graduation

Sector	Minimum	Maximum	Mean
Community Colleges[1]	67.7%	100.0%	91.3%
Public Universities[2]	88.2%	97.3%	94.0%
Private 4-Year Colleges & Universities[3]	86.0%	99.0%	92.0%

[1] Academic Year 2001 Graduates. Source: ICCB Fiscal Year 2002 Occupational Follow-Up Study.

[2] Academic Year 2000 Baccalaureate Graduates. Source: IBHE 2001 Baccalaureate Follow-Up Survey.

[3] Source: Fiscal Year 2003 Institutional Results Report Submissions (N=13).

Effective Practices

The following are examples of institutional collaborative activities with business and industry.

High-Tech Bootcamp

Southern Illinois University at Edwardsville initiated the High-Tech Bootcamp program in 2000 as a means of helping to meet the growing demands for technologically-trained graduates in today's marketplace. A number of companies, including Boeing and the Federal Reserve Bank, have sent current employees to the High-Tech Bootcamp.

The program is offered using an intensive eight-week summer format and a weekend format. The eight-week program meets 8:30 a.m. to 4:00 p.m. five days a week. The weekend format organizes all components into modules that are offered on alternate weekends. This intensive program is a model that can be transferred to other institutions interested in preparing individuals for opportunities in the high-tech workforce.

What is the goal? The program's goal is to meet workforce needs for information technology personnel with excellent analytical and problem-solving skills.

What are the benefits to industry? With the input of the Technology Advisory Board, SIUE has been successful in designing a program to meet the needs of industry. The Bootcamp offers the following benefits to industry:

- Addresses the "high-tech worker crisis."
- Ability to obtain high-aptitude graduates for positions in the information technology field.
- Ability to take advantage of professional knowledge and instructional expertise of full-time faculty in Computer Management Information Systems at the university.

What are the results? Since the program's inception, 93 percent of the 73 Bootcamp graduates have found IT positions or are applying IT skills to their positions.

(Source: Southern Illinois University's 2003 Results Report and SIUE Web Site)

Peoria NEXT

Bradley University is a key member of a not-for-profit organization called Peoria NEXT, which was formed in 2002 to facilitate the cultural transformation of the Peoria Region to a more entrepreneurially oriented approach to business; the development of networks critical for the success of the entrepreneur and leveraging regional assets to improve the economic, social, educational and physical well being of the region. The membership of Peoria NEXT also includes Methodist and OSF ST. Francis hospitals, the University of Illinois College of Medicine at Peoria, Caterpillar Inc, the USDA National Center for Agricultural Utilization Research, the Peoria Public Schools, Illinois Central College, and the Heartland Partnership as well as others.

What is the goal? Peoria NEXT hopes to become nationally recognized and by 2015 recognized as the preferred Midwestern location for research, innovation, development, and commercialization of science and technology in the areas of agriculture, engineering, bio-engineering and medicine.

Why the interest? The economic base in the region is stagnant and the consequences of this condition continuing are not acceptable. Community leaders must assume responsibility for revitalizing the region and due to the significant assets and resources we have in the science and technology fields, we're positioned to achieve our objectives.

How long will it take to achieve success? Peoria NEXT is already succeeding in many ways. Staff and resources are in place. Outreach and networking are occurring daily. Nearly $5 million has been committed by local individuals and organizations to invest in new technology based start-up businesses in Peoria through a larger venture capital fund already active. Peoria NEXT has also established its first major milestone by partnering zuChem with NCAUR to research and develop new sugar-based products for the development of new pharmaceuticals and to for safe and inexpensive food additives.

Turner Center for Entrepreneurship

Related to the activities of Peoria Next are the activities of Bradley's Turner Center for Entrepreneurship. Established in 2001, the Turner Center for Entrepreneurship builds on Bradley University's Foster College of Business Administration's historic strength in providing business training, counseling and technical assistance to start-up and existing businesses. The Center brings together education, research and outreach programs and services to help entrepreneurs create and grow more successful businesses. Illinois has called this a model program.

What are the results? Collectively, these outreach programs provided 16,509 hours of counseling and research to 641 clients during the twelve months ended June 30, 2003 and achieved the following results:

- 32 new businesses created,
- 64 new jobs created,
- 1,157 jobs retained,
- $9.8 million in new financing, and
- $38 million in new export sales.

(Source: Bradley University's 2003 Results Report)

Services to Business/Industry

Illinois community colleges help regional business and industry through developing curricula that address their needs, assuring a steady workforce, and by developing partnerships to enhance and assure continued economic growth.

Business and Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include customized job training and testing/assessment, entrepreneurship seminars and workshops, employment training, job search services, adaptation of instructional delivery, government contract procurement assistance, and individualized counseling and management assistance. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center.

In fiscal year 2003, community colleges provided 8,406 customized training courses to 2,272 companies (duplicated count) and served 89,439 employees (duplicated headcount). Through the Illinois Community College Board's Current Workforce Training Grant, the state of Illinois invested $4.2 million in community colleges to help business and industry to achieve a more productive workforce. From that investment, client companies have reported a total of $79 million in first year values saved resulting from the assistance of Illinois community colleges. Community colleges spent an average of $3,535 of grant funds per company/per district and an average of $88.56 per employee/per district.

Continuing Education and Public Service

Continuing education and public service activities represent an increasingly important facet of the community college mission. All community colleges provide continuing professional education to maintain currency or to meet requirements for continuing professional development in fields such as allied health, real estate, insurance, and education. Illinois community colleges provided 1,990 noncredit public training courses and another 2,585 workshops to 33,652 individuals and served 2,667 organizations.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

What are the policy implications of the performance indicators for partnerships with P-12 education?

- ✓ The overall number and distribution by certificate area of students completing requirements for initial teacher certification has remained relatively stable over the past few years.
- ✓ A more fundamental issue centers on the ability of all teachers (new and continuing) to meet the needs of the growing and increasingly diverse K-12 student population noted earlier.
- ✓ Additional information is needed to gain a more complete understanding of how well Illinois' higher education system is meeting this goal in total. Initiatives such as the "Teacher Data Warehouse" are under development as a means to address "data gaps."

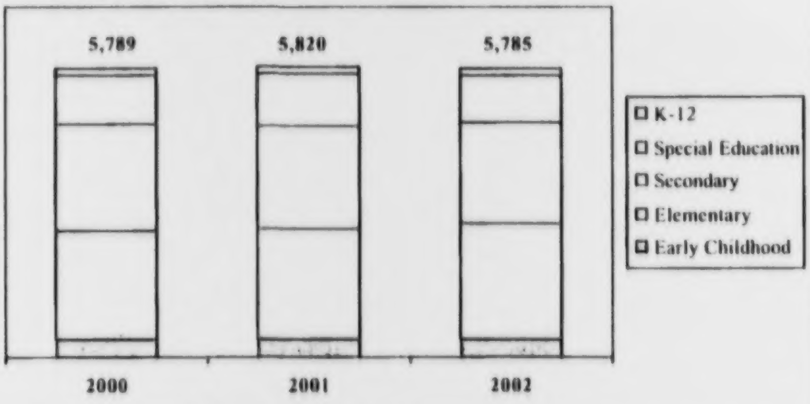
Statewide and Common Institutional Indicators

Annual number of students completing requirements for initial teacher certification by certificate area

Exhibits 2-1 and 2-2 illustrate the number of students at Illinois public universities completing the requirements necessary for initial teacher certification by certificate area. This indicator helps to identify the potential supply of new teachers preparing to enter the K-12 workforce in Illinois. As illustrated in Exhibit 2-1, the number of students has remained relatively stable from 2000 to 2002, in terms of total numbers and by certificate area.

Exhibit 2-1

All Public Universities, Number of Students Completing Requirements for Initial Teacher Certification



Source: 2003 Institutional Results Report Submissions.

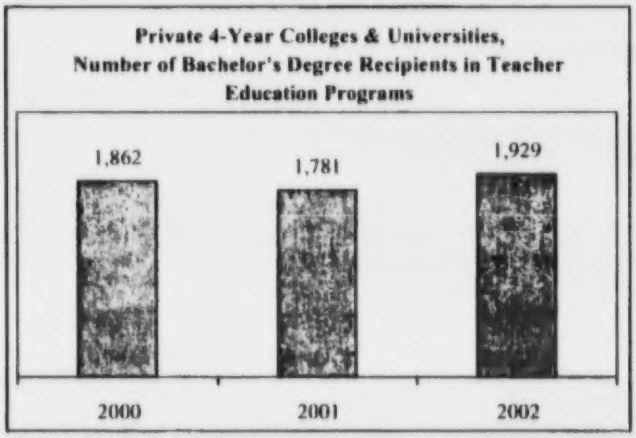
Exhibit 2-2

Public Universities, Number of Students Completing Requirements for Initial Teacher Certification by Area			
Certificate Area	**1999-00**	**2000-01**	**2001-02**
Early Childhood Education (N = 11)	372	346	374
Percent of Total	6.4 %	5.9 %	6.5 %
Elementary Education (N = 12)	2,149	2,216	2,290
Percent of Total	37.1 %	38.1 %	39.6 %
Secondary Education (N = 12)	2,147	2,042	2,043
Percent of Total	37.1 %	35.1 %	35.3 %
Special Education (N = 11)	968	1,077	929
Percent of Total	16.7 %	18.5 %	16.1 %
K-12 (N = 2)	153	139	149
Percent of Total	2.6 %	2.4 %	2.6 %
Total, All Public Universities	**5,789**	**5,820**	**5,785**

N=Number of institutions with completers in each certificate area.
Source: Fiscal Year 2003 Institutional Results Reports.

Exhibit 2-3 shows the number of bachelor's degree recipients in selected fields of study related to teacher education at Illinois private four-year colleges and universities. *Note that these data reflect degree recipients in these fields as opposed to actual numbers of students completing requirements for initial teacher certification and are* ***not*** *comparable to those presented earlier for public universities. These degree data likely understate the actual number of students completing initial teacher education requirements at Illinois private institutions.* Comparable data are not available this year for all private institutions with teacher preparation programs. Future reports will improve upon the comparability and comprehensiveness of these data.

Exhibit 2-3


Private 4-Year Colleges & Universities, Number of Bachelor's Degree Recipients in Teacher Education Programs

Note: Exhibit 2-3 represents data from 41 4-year private institutions in Illinois. Includes degree completions from four fields of study: Education, General; Special Education; General Teacher Education; and Teacher Education, Specific Subject Areas. Source: IPEDS Degrees Conferred Survey.

Teacher Scholarship Programs[7]

Illinois offers several scholarship opportunities through the Illinois Student Assistance Commission to encourage students to enter the teaching profession. The newest program, the Illinois Future Teacher Corps (IFTC) Scholarship, was created by Governor Blagojevich and the General Assembly in fiscal year 2004 to encourage students to pursue teaching in Illinois, particularly in fields designated as teacher shortage disciplines and/or in schools designated as hard-to-staff. Other scholarship opportunities include the Teacher/Child Care Provider Loan Repayment Program, Minority Teachers of Illinois Scholarship Program, and the Illinois Scholars Program.

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[7] For more information, see www.collegezone.com.

Effective Practices

The following are examples of institutional strategies to foster P-16 partnerships.

Chicago GEAR UP Alliance

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal initiative to increase the number of low-income students going to college. In 1999, the Chicago Education Alliance (CEA) was awarded a $31 million grant over five years from the U.S. Department of Education to work with 35 schools in the city of Chicago. In 2000, an additional grant of more than $6 million was awarded.

Who is involved? The Chicago GEAR UP Alliance is an unprecedented partnership comprised of the following higher education institutions: DePaul University, Roosevelt University, Loyola University, University of Chicago, Truman College, Chicago City Colleges, Northeastern Illinois University (fiscal agent), Chicago Public Schools, and other educational, business, and cultural organizations. These partners work collaboratively to address critical needs that impede student access to and success in college. These grants will help more than 15,000 inner city Chicago public school children prepare for and graduate from high school, and enroll and ultimately succeed in college.

What is the goal? The Chicago GEAR UP Alliance was developed to increase the number of students graduating and going on to postsecondary education by effecting positive whole-school, systemic change in Chicago public schools. More specifically, the major purpose of GEAR UP is to establish university-school collaborative networks that will result in greater numbers of inner city youth attending and succeeding in college. University partners are working within school networks to improve the academic performance and social readiness of students in grades 5 - 12.

What types of services are offered to students? The program provides services to bolster students' academic and college preparation, including: tutoring and academic enrichment activities, mentoring, counseling, team-building and leadership training, career development and college readiness activities, college visits, and scholarship opportunities.

What types of services are offered to parents? The program provides services to parents designed to increase their involvement in their child's education, such as: parent leadership meetings, workshops and conferences on school and college issues, family issues, ESL, computer training, as well as family cultural enrichment activities.

What types of services are offered to teachers? To institutionalize change, the program assists schools in improving instruction by offering teacher training opportunities, such as forum, conferences, and workshops, as well as forming vertical teams to address curriculum issues and providing instructional resources.

(Source: DePaul University's 2003 Results Report and Chicago GEAR UP Alliance Web Site)

STAR Online Virtual Teaching and Learning Community (VTLC)

The Western Illinois University College of Education and Human Services' STAR Online Virtual Teaching and Learning Community (VTLC) is an Internet-based professional development system for P-12 teachers that has been successfully implemented statewide.

What is the goal? Originally developed through funding from the SBC (then Ameritech) Foundation in 1997, the asynchronous online system was designed to address the needs of teachers in the field who did not have the training, time, or opportunity to obtain the skills needed to effectively incorporate technology into their own teaching and learning. The ever-evolving VTLC currently offers 53 interactive, self-paced modules that promote the effective use of technology in the classroom; provide ongoing support and resources; and facilitate collaboration among teachers across Illinois. The data-driven online system offers competency-based pre-assessments, portfolios, tracking, and alignment to ISTE and Illinois technology standards.

What are the results? During 2002-2003, 1,078 site licenses were established resulting in 3,445 Illinois teachers - ranging from rural areas to inner city schools, both public and private - that participated in VTLC professional development. Over 8,000 students were impacted by the resulting infusion of technology into classroom instruction. Over the year, 12,888 Continuing Professional Development Units were issued for teacher recertification. A clear indicator of the reputation of the program is the agreement with Chicago Public Schools (CPS) for STAR Online to serve as a provider of professional development for the entire district. This partnership includes training of mentors for the 24 newly established CPS Instruction Technology Areas. As a result of the partnership and training, 493 CPS schools have registered for the VTLC, which will involve the active participation of 701 Chicago teachers.

In September of 2002, WIU received the SBC's National Telecommunications Partnership Grand Prize award from the SBC Foundation and the National Association of Partners in Education for STAR-Online.

(Source: Western Illinois University's 2003 Results Report)

High School Articulation

The community colleges offer numerous initiatives in the area of high school articulation. Dual credit and dual enrollment are common means of enriching the final year(s) of high school for a number of students, addressing issues of time-to-degree and establishing linkages between the colleges and high schools. Dual credit courses provide high school students the opportunity to use the course to satisfy high school requirements and to earn college credit. Dual enrollment refers to high school students who enroll in college courses in addition to their high school curriculum. Preliminary data for fiscal year 2003 indicate that there were 30,269 dual credit enrollments at community colleges statewide (an increase of nearly 57 percent over the previous year), and an additional 4,867 college courses (not for dual credit) taken by high school students, a decrease of approximately 22 percent from the previous year. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs. With support from industry, information technology opportunities in Tech Prep are increasing, as well.

(Source: ICCB 2003 Results Report, Part I)

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

What are the policy implications of the performance indicators for affordability?

- ✓ While the proportion of Illinois students receiving some form of financial assistance continues to grow, so does the "sticker price" and "net price" of attendance relative to income.
- ✓ The relatively significant proportion of student/family income required to cover out-of-pocket costs for those at the lowest income levels in Illinois can serve as a barrier to access and degree completion, particularly for students and families averse to borrowing.
- ✓ Research suggests that financial barriers are a key deterrent to a college education. However, it is difficult to ascertain the number of students not attending for these reasons or why an academically talented student may choose to leave college. Additional research is needed on this complex issue.

This goal is perhaps the most difficult to measure of all six goals. However, it is possible to make an assessment on whether related trends run counter to the goal of reducing financial impediments to a college education, which is the rationale behind the selection of the following indicators. These measures represent just a beginning in developing reliable and meaningful indicators regarding college affordability.

In addition, the IBHE recently reaffirmed its commitment to affordability during a one-year study that was completed in August 2003.[8] *The 20 recommendations of the Committee on Affordability adopted by the IBHE build on three broad goals: (1) enhancing academic preparation and performance, (2) assisting needy students, and (3) keeping college costs affordable. These recommendations will be implemented during the coming years.*

Statewide Indicators

Proportion of undergraduate students who receive financial aid

Exhibit 3-1 shows the percentage of students receiving financial aid within each sector. Overall, the percent of students receiving some type of aid increased from fiscal year 2000 to fiscal year 2002.

Exhibit 3-1

Percentage of Undergraduates Receiving Financial Aid, By Type and Sector

Institutions	Grants, Scholarships, & Waivers			Loans			On-Campus Employment			Overall		
	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02
Community Colleges	23.4%	22.3%	22.8%	1.6%	1.5%	1.7%	1.3%	1.3%	1.3%	25.2%	24.7%	23.2%
Public Universities	48.1%	48.8%	49.7%	39.0%	37.8%	40.6%	22.2%	21.3%	20.1%	64.6%	64.9%	66.6%
Private Institutions	52.1%	54.4%	63.4%	42.4%	44.9%	51.3%	14.8%	15.0%	18.3%	64.8%	67.5%	71.7%
Proprietary Institutions	20.9%	25.5%	43.3%	68.5%	64.5%	78.9%	2.1%	1.8%	1.7%	76.5%	93.9%	96.5%
All Institutions	**31.5%**	**31.3%**	**33.5%**	**15.2%**	**15.4%**	**17.4%**	**6.7%**	**6.6%**	**6.8%**	**38.5%**	**39.2%**	**39.3%**

Source: IBHE, Annual Student Financial Aid Surveys.

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[8] IBHE. (2003, August). *Final Report and Recommendations of the Committee on Affordability.*

Out-of-pocket expenses for undergraduates who receive aid by income level

An analysis of college affordability was conducted by the Committee on Affordability based on fiscal year 2002 data, prior to the reductions that occurred in fiscal year 2003. Data was collected from 32 institutions for students who had applied for financial aid and were enrolled as full-time. Exhibits 3-2 and 3-3 illustrate out-of-pocket expenses for both independent and dependent students of differing income levels attending Illinois community colleges, public universities, and private institutions.[9] Out-of-pocket expenses, also referred to as "net price," are those costs that remain after all gift aid and work-study awards (i.e., aid that does not need to be repaid) have been subtracted from the institution's budgeted cost of attendance. As noted in both Exhibits 3-2 and 3-3, out-of-pocket expenses are most significant for those at the lowest income levels.

Exhibit 3-2

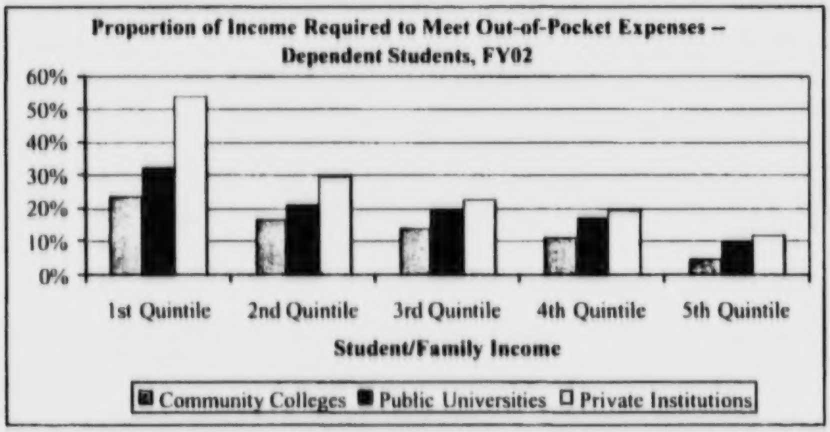
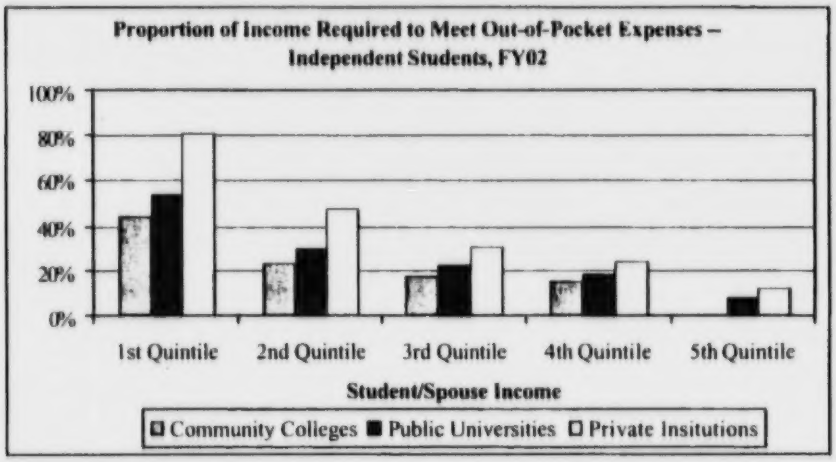


Exhibit 3-3



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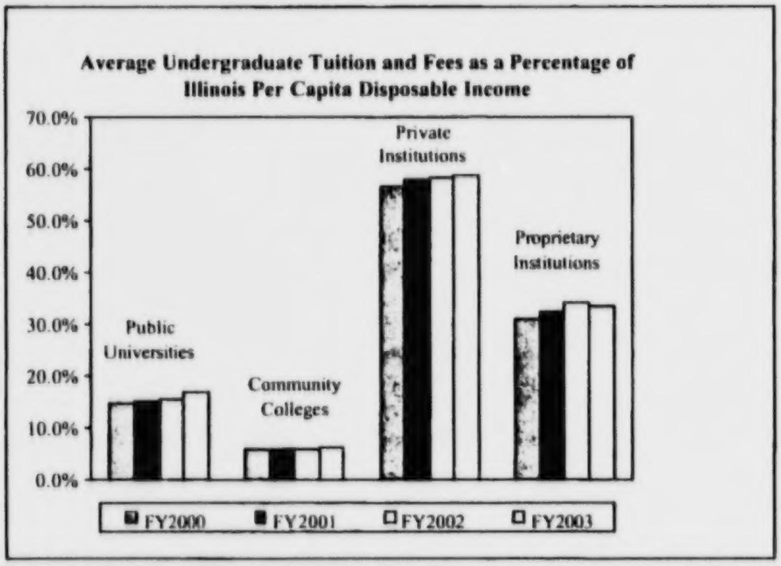
[9] Note: 1st Quintile is the lowest income level. Quintiles are based on Illinois census data for 2000.

Average undergraduate tuition and fees vs. Illinois per capita disposable income

Exhibit 3-4 illustrates average undergraduate tuition and fees as a percentage of Illinois per capita disposable income by sector for fiscal year 2000 through fiscal year 2003. As noted, the growth in tuition and fees has outpaced disposable income in all sectors during this period.

Exhibit 3-4



Source: ISAC, Weighted Mean Tuition and Fees by Sector [retrieved 5/28/03]
IBHE, FY04 Budget Book

Common Institutional Indicators

Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, Pell, and institutional grant awards are subtracted

Data was not collected for this indicator in 2003. However, institutions will be asked to submit this information beginning with the 2004 report. The net price of attendance after grant aid will help to identify the level of financial access to the institution for students.

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Effective Practices

The following are examples of institutional strategies to address student unmet financial need.

Scholarships

While tuition and fees remain low at community colleges as compared to other educational institutions, there are still residents in Illinois who cannot afford to attend a community college. As a result, colleges have undertaken several initiatives through their Foundations, and with corporations and community organizations to increase access to financial resources for students. Examples include:

- Through a cooperative agreement with the local health care organizations and hospitals, Richland Community College health care students who sign an employment promise are offered tuition support and sign-on bonuses.
- "Be The First" is a scholarship program established at McHenry County College in cooperation with its Foundation to give awards to students whose parents have not graduated from college.

Financial Assistance and Outreach

Community colleges make every effort to maximize students' financial assistance through special initiatives and outreach. Generally, community colleges participate in the full array of federal and state financial assistance programs. Colleges have reached out to provide financial aid information to high school graduates, parents, counselors, and faculty and staff within colleges. On-campus and high school workshops and working one-on-one with students to ensure that they understand the intricacies of applying for financial aid have been key strategies. Examples include:

- Sauk Valley Community College financial assistance staff are working with the Promoting Latino Access to College Education grants program to help Latino students understand financial aid and their opportunities for education assistance.
- Strategies have been developed at Kaskaskia College and Illinois Valley Community College to reach out to dislocated workers with information about college and possible financial assistance. Both colleges have provided workshops at the closing plant or business as part of the college orientation program.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Work Program

The Blackburn College Work Program provides unique opportunities to reduce the costs of attendance and gain crucial knowledge and skills. According to the College's web site, this program is one of only six nationally recognized Work Colleges in the United States. Coupled with the gifts of Blackburn's friends and benefactors, student work helps keep the cost of attending Blackburn lower than at most other quality, private, four-year colleges in the country.

Who is involved? All resident students work ten hours per week, which is credited toward tuition; many also work up to ten additional hours per week for an hourly wage. Commuter students may also elect to participate in the program.

What is the goal? The goal of the Blackburn College student-managed work program is to meet the labor needs of the campus community, and to help better prepare students for a successful transition to life, work, and career after college by:

- Involving students to the maximum extent feasible in the provision of all goods and services needed and provided by the college;
- Reducing the cost of a four-year, private college education through student "sweat equity";
- Providing "hands-on" work, service, and leadership learning opportunities in addition to the classroom; and
- Providing an added dimension of community involvement and student character development emphasizing a strong work ethic, responsibility, and accountability.

(Source: Blackburn College's 2003 Results Report and College Web Site)

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

What are the policy implications of the performance indicators for access and diversity?

- ✓ The number and diversity of students completing degree programs has increased over time at all levels and across all sectors of Illinois higher education.
- ✓ As student demographics shift, it is imperative that higher education institutions develop effective practices to ensure all Illinois students have an opportunity to pursue and complete a postsecondary education.

Statewide Indicators

Completions by race/ethnicity and gender, all sectors

Exhibit 4-1 illustrates all degrees completed within the Illinois higher education system by race/ethnicity and gender. Overall, while completions at all levels have increased over time, the post-baccalaureate degree has experienced the greatest growth from 1992 to 2002 at 27 percent. In addition, the Hispanic and female students completing degrees has generally increased at all levels.

Exhibit 4-1

All Sectors

Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	12.6	13.0	15.3	17.2	15.7
	Hispanic	4.0	6.2	8.6	8.9	10.0
	White	78.6	76.6	71.4	67.6	68.3
	All Other	4.9	4.1	4.7	6.3	6.0
	Gender:	%	%	%	%	%
	Male	42.0	40.9	39.4	41.6	41.2
	Female	58.0	59.1	60.6	58.4	58.8
	Total Degrees	**33,376**	**39,033**	**38,914**	**49,927**	**44,012**
Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	6.6	7.2	9.6	9.3	9.7
	Hispanic	2.0	3.0	5.2	5.3	5.8
	White	85.6	82.2	72.9	71.9	71.2
	All Other	5.8	7.6	12.2	13.5	13.4
	Gender:	%	%	%	%	%
	Male	50.0	46.5	42.6	42.5	43.1
	Female	50.0	53.5	57.4	57.5	56.9
	Total Degrees	**45,666**	**52,647**	**54,671**	**55,307**	**57,939**
Post-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	4.5	5.6	7.5	7.3	7.9
	Hispanic	1.3	2.1	2.8	3.5	3.3
	White	81.0	75.1	65.7	61.5	63.1
	All Other	13.3	17.2	24.1	27.7	25.8
	Gender:	%	%	%	%	%
	Male	56.3	48.7	44.9	44.5	44.7
	Female	43.7	51.3	55.1	55.5	55.3
	Total Degrees	**21,257**	**27,352**	**32,012**	**32,782**	**34,726**

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, Race/Ethnicity Unknown.

Common Institutional Indicators

Completions by race/ethnicity and gender

Exhibits 4-2 through 4-4 illustrate the diversity of the Illinois higher education system by examining completions by sector. Again, the data show a gradual growth in the percent of minority and female students completing degrees in all sectors.

Exhibit 4-2

Community Colleges

Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	10.6	11.8	13.9	16.0	14.2
	Hispanic	2.6	4.6	6.9	7.1	8.0
	White	81.8	79.5	74.6	70.7	72.0
	All Other	5.0	4.2	4.6	6.1	5.7
	Gender:	%	%	%	%	%
	Male	41.6	40.2	39.6	41.7	41.4
	Female	58.4	59.8	60.4	58.3	58.6
	Total Degrees	**28,047**	**34,869**	**34,732**	**38,410**	**38,946**

Source: IPEDS Degrees Conferred Survey.

Exhibit 4-3

Public Universities

Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	6.3	6.2	3.0	4.6	1.2
	Hispanic	0.6	1.2	1.7	0.8	3.7
	White	89.1	86.7	87.9	86.2	87.8
	All Other	4.0	5.9	7.3	8.5	7.3
	Gender:	%	%	%	%	%
	Male	66.3	70.8	66.4	69.2	69.5
	Female	33.7	29.2	33.6	30.8	30.5
	Total Degrees	**695**	**562**	**232**	**130**	**82**
Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	6.2	7.1	10.4	10.2	10.1
	Hispanic	1.8	2.8	4.6	5.1	5.2
	White	85.6	82.6	73.5	73.7	73.0
	All Other	6.4	7.5	11.4	11.1	11.7
	Gender:	%	%	%	%	%
	Male	52.1	49.3	45.5	45.6	45.3
	Female	47.9	50.7	54.5	54.4	54.7
	Total Degrees	**27,804**	**30,962**	**30,469**	**30,896**	**31,821**
Post-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	5.1	5.8	7.5	8.4	7.9
	Hispanic	1.2	2.2	2.7	3.3	3.6
	White	77.0	71.1	63.7	62.0	61.6
	All Other	16.7	20.9	26.1	26.3	26.8
	Gender:	%	%	%	%	%
	Male	53.6	47.8	43.4	42.9	43.1
	Female	46.4	52.2	56.6	57.1	56.9
	Total Degrees	**10,220**	**12,453**	**12,414**	**12,628**	**12,849**

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, Race/Ethnicity Unknown.

Exhibit 4-4

Private 4-Year Colleges and Universities

Degree	Demographics	1984-85	1991-92	1999-00	2000-01	2001-02
Pre-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	25.6	26.3	28.1	27.8	27.4
	Hispanic	12.6	23.3	23.8	24.5	25.5
	White	57.5	47.2	42.8	39.8	39.1
	All Other	4.4	3.2	5.3	7.8	8.0
	Gender:	%	%	%	%	%
	Male	40.5	42.4	35.6	39.8	39.7
	Female	59.5	57.6	64.4	60.2	60.3
	Total Degrees	**4,634**	**3,602**	**3,950**	**4,387**	**4,984**
Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	7.2	7.5	8.7	8.3	9.1
	Hispanic	2.3	3.2	5.9	5.5	6.6
	White	85.6	81.6	72.2	69.5	68.9
	All Other	4.9	7.8	13.2	16.7	15.4
	Gender:	%	%	%	%	%
	Male	46.7	42.6	39.0	38.7	40.3
	Female	53.3	57.4	61.0	61.3	59.7
	Total Degrees	**17,862**	**21,685**	**24,202**	**24,411**	**26,118**
Post-Baccalaureate	**Race/Ethnicity:**	%	%	%	%	%
	Black	3.8	5.4	7.5	6.6	7.8
	Hispanic	1.4	2.0	2.8	3.7	3.0
	White	84.7	78.4	66.9	61.2	64.0
	All Other	10.1	14.2	22.8	28.5	25.2
	Gender:	%	%	%	%	%
	Male	58.8	49.5	45.8	45.5	45.6
	Female	41.2	50.5	54.2	54.5	54.4
	Total Degrees	**11,037**	**14,899**	**19,598**	**20,154**	**21,877**

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, Race/Ethnicity Unknown.

Effective Practices

The following are examples of institutional strategies to increase the number and diversity of students completing academic programs.

TILT Program

Chicago State University's TILT Project and the other projects that make up the Minority Biomedical Research Support (MBRS) Program strive to show minority students that a career in biomedical research can be fun, rewarding, and highly valued. In the TILT project, undergraduate students learn how to design, implement, and analyze experiments by exposing them to basic research techniques in a workshop format coordinated by participating faculty members.

Why the interest? Currently 25 percent of the U.S. population is made up of blacks and Latinos, while only 13 percent of science and engineering bachelor's degrees are awarded to members of these groups. More discouragingly, only 7 percent of doctoral degrees are awarded to blacks or Latinos.

What is the goal? The goal of the TILT program is to increase the number of students continuing in Ph.D. programs. To accomplish this goal, TILT students work on scientific projects that are interdisciplinary in nature. Students are exposed to different scientific philosophies, participate in interdisciplinary and interdepartmental collaborations, and work as a team on a multi-faceted project. The training projects culminate in either a written laboratory report modeled on a journal article format or an oral presentation.

What are the results? Between 1999 and 2002, the TILT project had the following results:

1. Of the 40 students accepted in the TILT summer program for the four-year period, 30 students finished the program (75 percent).
2. Of the 28 *degree-seeking* students who completed the TILT summer program, 12 have graduated from CSU. Of these 12 graduates, one is in medical school, two are in pharmacy school, one is in a pre-med/Ph.D. program and two have been accepted to master-level biology programs. Thirteen of the 30 TILT students (43 percent) procured positions in biology research projects at CSU after finishing the TILT program.
3. Six TILT students made poster/platform presentations at regional or national scientific meetings.

(Source: Chicago State University's 2003 Results Report)

Increased Diversity

Services that benefit underrepresented groups, including students from diverse backgrounds, students with disabilities and academically disadvantaged students, were impacted when the special initiative funding for special populations was eliminated from the state budget. In addition, most community colleges have reported a marked increase of Hispanic and disabled students within their enrollments. An assessment of student learning indicates that more first-time students are academically unprepared and are enrolled in at least one developmental class. In spite of these daunting obstacles, colleges continue to strive to meet the demands of a student body that represents a wide range of cultures and special needs. Examples include:

- As part of a consortium, Joliet Junior College received a Kellogg Foundation grant, *Engaging Latino Communities for Education (ENLACE)*. The monies have provided ongoing academic advisement, tutoring, leadership skills, and cultural development to assist Latino students in adjusting to the campus environment.
- Lewis and Clark Community College has embarked on a partnership with Greenville College, for 2+2 training of educators, especially targeting the recruitment and training of minority educators. This partnership will specifically target schools that are defined by the state as "minority schools." The superintendents of these schools have pledged their support by serving as sites for teacher education, student observation, and clinical experience.

State-Level Initiatives

Lincoln's Challenge Program. The ICCB partners with Lincoln's Challenge Academy through an annual state appropriation to provide $1,000 (per semester) scholarships for graduates of the Academy. These scholarships give students age 16-18 an opportunity to continue their education at one of the 48 community colleges in Illinois for a maximum of two years. To date, 1,886 students have received scholarship awards from this program.

Tuition Payment Request Program. An Interagency Agreement with the Department of Children and Family Services (DCFS) and the ICCB has given wards of the state, ages 18-21, the opportunity to obtain a community college education. The program helps these students reach their educational and career goals by offering them a maximum of four semesters of tuition payments toward the completion of a certificate or degree program. For fiscal year 2003, 241 youth were served.

Strengthening Community Colleges in Working with Special Needs Students and Minority Students. The ICCB partners with the Public Policy Institute at Southern Illinois University at Carbondale to support this project. One of the project's initiatives focuses on the transition of students with disabilities from secondary to postsecondary education and employment. Project leaders will work with community colleges and secondary schools, the Illinois Planning Council on Developmental Disabilities, local transition planning committees, and other appropriate groups to identify issues and gaps in service planning for students with disabilities between levels of education and employment. The project will work in cooperation with the East St. Louis Community College Center and appropriate colleges and local community-based and faith-based organizations to sponsor a "leadership" weekend for adolescent African-American males in East St. Louis.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

What are the policy implications of the performance indicators for quality and assessment?

- ✓ Measures of student learning outcomes are limited and incomplete at this time – additional work is needed.
- ✓ The inclusion of student assessment results in institutional results reports (after 2004) will provide a wealth of information on student learning outcomes to complement these indicators.

The intent of this goal is for all Illinois institutions to have in place a systematic assessment process to determine what students know and are able to do as a result of completing a unique program of study. In recent years, regional accrediting bodies for colleges and universities have turned to formalizing the assessment of student learning outcomes and have identified the assessment process as a necessary element of quality and public accountability. The IBHE is working with the public colleges and universities to develop and implement assessment plans for general education and all undergraduate and graduate programs. The inclusion of student assessment results in institutional results reports (after 2004) will provide a wealth of information on student learning outcomes.

Statewide Indicators

National Forum on College-Level Learning Pilot Project on Assessment of College Student Learning (available in 2004)

At its February 4, 2003 meeting, the IBHE endorsed participation in the National Forum on College-Level Learning, a project funded by The Pew Charitable Trusts. The goal of this study is to develop a test model for collecting and analyzing comparable college-level learning information across states for the purpose of benchmarking. Seven Illinois universities and 12 community colleges are participating in the project. Campus coordinators have been appointed and the project is in the early stages of data collection. Results will be reported beginning with the 2004 Performance Indicators Report and will also be included in *Measuring Up 2004*, the national report card issued by the National Center for Public Policy and Higher Education.

Common Institutional Indicators

Pass rates on professional/occupational licensure exams relative to national averages

Exhibits 5-1 through 5-5 summarize student performance on various professional/occupational exams for Illinois public universities, community colleges, and private universities. These results serve as just one limited measure of student learning by demonstrating that the student has gained the knowledge required for licensing or to practice in that profession. Overall, Illinois performs favorably in all areas reported.

Exhibit 5-1

Law, Illinois Bar Exam
Pass Rates for First-Time Takers

Institution	Summer 2000*	Summer 2001	Summer 2002
Public Universities			
Northern Illinois University	73%	74%	81%
Southern Illinois University - Carbondale	71%	83%	83%
University of Illinois - Urbana/Champaign	84%	96%	94%
Private Universities			
DePaul University	77%	75%	73%
Illinois Institute of Technology (Chicago - Kent)	81%	80%	81%
John Marshall Law School	59%	73%	56%
Loyola University of Chicago	83%	93%	87%
Northwestern University	92%	95%	94%
University of Chicago	99%	98%	97%
National Pass Rate	*75%*	*77%*	*74%*

* Overall Pass Rates

Sources: IBHE, Fiscal Year 2003 Institutional Results Reports; NCBEX; www.legaled.com/illinoisbarexam.htm

Exhibit 5-2

Medicine, United States Medical Licensing Exam - Step 2
Pass Rates

Institution	2000	2001	2002
Public Universities			
Southern Illinois University - Carbondale	91%	94%	99%
University of Illinois - Chicago	99%	100%	98%
National Pass Rate	*97%*	*98%*	*98%*

Source: IBHE, Fiscal Year 2003 Institutional Results Reports

Exhibit 5-3

Dentistry, National Dental Board Exam - Part II
Pass Rates

Institution	2000	2001	2002
Public Universities			
Southern Illinois University - Edwardsville	96%	100%	100%
University of Illinois - Chicago	95%	98%	97%
National Pass Rate	*95%*	*94%*	*94%*

Source: IBHE, Fiscal Year 2003 Institutional Results Reports

Exhibit 5-4

Nursing, National Council Licensure Exam (NCLEX) – RN
Pass Rates

Institution	2000	2001	2002
Public Universities			
Chicago State University	48%	48%	77%
Illinois State University	85%	93%	93%
Northern Illinois University	86%	80%	81%
Southern Illinois University - Edwardsville	72%	72%	87%
University of Illinois - Chicago	88%	86%	88%
National Pass Rate	*84%*	*86%*	*86%*

Source: IBHE, Fiscal Year 2003 Institutional Results Reports

Exhibit 5-5

Illinois Community College System
Pass Rates on Selected Professional/Occupational Licensure Exams
Fiscal Year 2002

Descriptor	NCLEX RN/ADN	Dental Hygiene	Radiologic Technology	Emergency Medical Technician
# of Community Colleges Reporting	28	5	11	6
Lowest Pass Rate	75.0%	92.9%	75.0%	74.0%
Highest Pass Rate	100.0%	100.0%	100.0%	100.0%
IL Community College Average Pass Rate	89.6%	97.2%	87.8%	91.8%
National Pass Rate	*87.0%*	*87.0%*	*88.4%*	*72.0%*

Source: ICCB Records

Effective Practices

The following are examples of institutional practices to enhance academic quality and assessment of student learning.

On-Line Orientation and Directed Self-Placement

During a three-year process, the staff in the Office of Student Development combined forces with colleagues in Information Technology Services to develop a self-contained online orientation program that combines the provision of information, the conduct of proficiency tests, and test-informed but student determined placement choices in English and mathematics courses.

Why the interest? The orientation program that enables a student to recognize his or her strengths and limitations and, based on those, to make intelligent, independent choices about courses and curricula is a program well on its way toward fulfilling its potential for the student and the university alike. However, it is far easier to build such an orientation program when college is the primary focus of a student's life, when students live on or near the campuses at which they are studying, and when students are relatively "time rich." Virtually none of this is true of the population of undergraduate students at Governors State University. GSU undergraduates have little time for formal, on-campus orientation programs or for the lengthy proficiency testing sessions important in determining their competence in writing and calculation and their concomitant placement in English and mathematics courses.

How does it work? Admission to GSU as a new, degree-seeking undergraduate triggers the establishment of a student file in CARS, the GSU student information system. Course registration is blocked until a student completes the mandatory on-line orientation. In that session, the student first receives information on university services and policies, and the appropriate contact phone numbers and e-mail addresses. The orientation module then shunts the student into the placement module, where the student (1) identifies a likely major, (2) views inventories of the kinds of writing and mathematical competencies expected in such majors, and (3) completes tests in English and mathematics that assess those competencies. The assessments are graded instantaneously, the students see their results, and the menu of course alternatives available to them. Students make a preliminary course selection and then complete the orientation session. Upon completion, the registration hold is electronically lifted, and the student makes his or her actual course selections. Contact, testing and course selection reports produced by the orientation module enable academic advisors in the Office of Student Development and in the colleges of GSU to offer advice more closely tailored to the student's actual choices.

What are the results? GSU believes this is the first system of its kind, combining on-line orientation with on-line directed self-placement in both English and mathematics. This system has allowed GSU to reach more new undergraduate students more reliably with the information they need upon beginning their courses of study. Moving orientation and proficiency testing on-line, and moving from traditional proficiency testing to directed self-placement has allowed GSU to enjoy some economies of service provision in the Office of Student Development. More important than that, it is a system that puts the student at the center of his or her educational decision-making and that respects the student's schedules and commitments in doing so.

(Source: Governor State University's 2003 Results Report)

Quality Enhancement - AQIP

Nine community colleges are in various stages of progress relative to AQIP–the Higher Learning Commission's Academic Quality Improvement Project. The purpose of the project is to allow an already accredited institution to align its continuous improvement initiative with its re-accreditation efforts. Participation in AQIP requires an intense commitment to continually improving the quality of education.

Assessment

Community college faculty have been doing assessment at the course level and using the results for improvement of student learning for years. What was often lacking was a systematic method to regularly document the assessment results and utilize them for systemic improvement of teaching and learning. A number of colleges have added an assessment component to institutional program approval and program review processes, and some go a step farther and tie assessment results and related recommendations to the annual budget process and/or to institutional strategic planning. Examples include:

- College of DuPage developed a tool to guide discipline faculty in defining discipline goals and developing measurable learning objectives, including at least one common measure that documents evidence of competence.

- Black Hawk College has taken several steps to ensure that assessment is institutionalized. All Department Chairs were appointed to the Faculty Senate's Student Learning Committee to provide a structural commitment to assessment at the program level and to formally recognize their role as instructional leaders. There are collegewide guidelines for learning-centered syllabi. Applicants for faculty positions are asked to demonstrate ways they would measure student learning.

- Prairie State College examined results from on-going assessment efforts and found a common denominator: students are increasingly coming to the college academically under-prepared. As a result, a decision was made to involve the entire institution in supporting developmental learners in order to increase student success and retention. Four major activities are planned to reach the goal: enhance the pedagogy and curriculum in developmental courses; establish learning communities; develop a student tracking and response system; and provide professional development to support faculty work in all of these areas.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

What are the policy implications of the performance indicators for productivity and accountability?

- ✓ The overall cost of instruction at public universities and community colleges has remained stable when controlling for inflation and enrollment.
- ✓ The proportion of students completing degree programs within the expected benchmark time period has increased in all sectors on average.
- ✓ The continuing budget constraints facing Illinois higher education will require that all institutions ensure that resources are allocated to the highest priority activities.

Analyses of the full cost of instruction (both direct and indirect) at Illinois community colleges and public universities are included in this section. However, different methodologies are used to determine costs at the community colleges and public universities. ***Therefore, comparisons should not be made between these two sectors. In addition, caution should be used when comparing institutions within a given sector.*** *There are several factors that influence instructional cost that can vary by institution, such as programs offered and the size of the institution.*

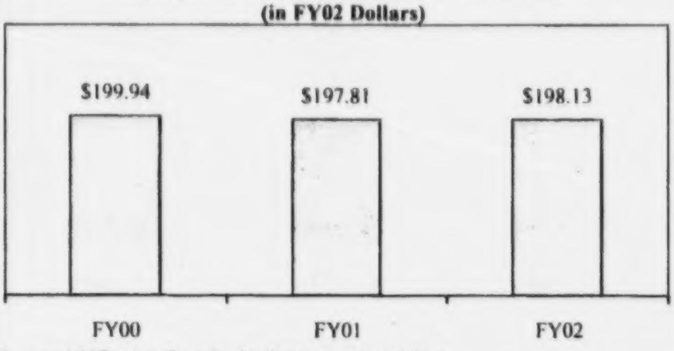
Community Colleges: Cost of Instruction per Credit Hour

Statewide Indicators

Exhibits 6-1 and 6-2 provide an overview of the statewide average net instructional cost per credit hour at Illinois' community colleges from fiscal year 2000 through fiscal year 2002 by total and cost distribution by activity. The community college costs include expenditures from local taxes, student tuition and fees, other local sources, state grants, and federal grants. As illustrated, costs have remained fairly stable over the past three years, when accounting for inflation.

Exhibit 6-1

Community Colleges
Average Net Instructional Cost Per Credit Hour
(in FY02 Dollars)



Source: ICCB, Unit Cost Study, Net Instructional Cost

Exhibit 6-2

Community Colleges Cost per Credit Hour (% of Total)	FY00	FY01	FY02
Instruction	40.6 %	40.6 %	40.0 %
Indirect Instructional Support	46.9 %	46.6 %	47.4 %
Operation and Maintenance	12.4 %	12.9 %	12.6 %
Total	100.0 %	100.0 %	100.0 %

Common Institutional Indicators

Exhibit 6-3 presents the total cost per credit hour ranging from the lowest to the highest institutional costs within the sector. Exhibits 6-4 through 6-6 illustrate the range of total instructional cost components as a percent of the total cost among all Illinois community colleges.

Exhibit 6-3

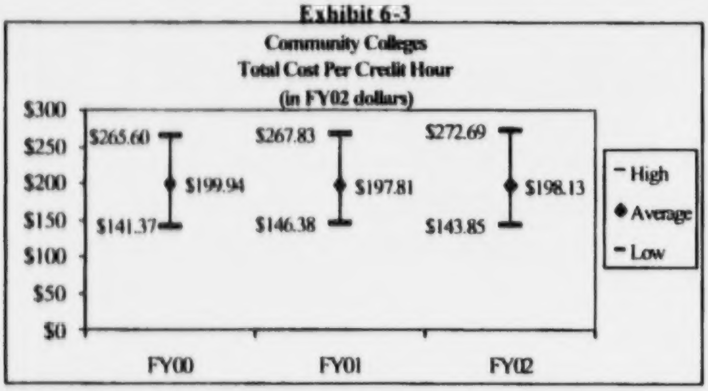


Exhibit 6-4

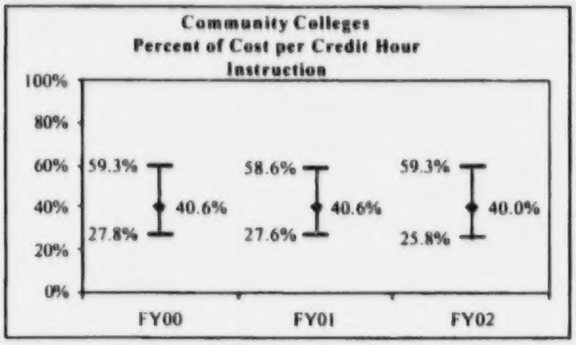


Exhibit 6-5

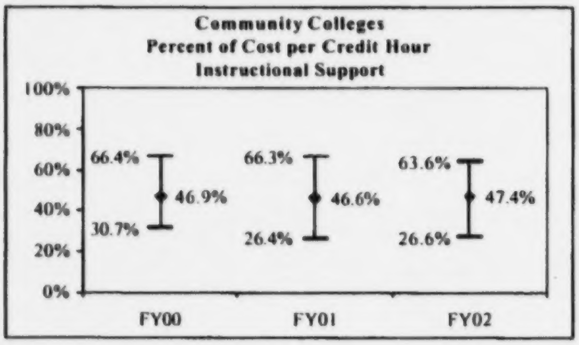
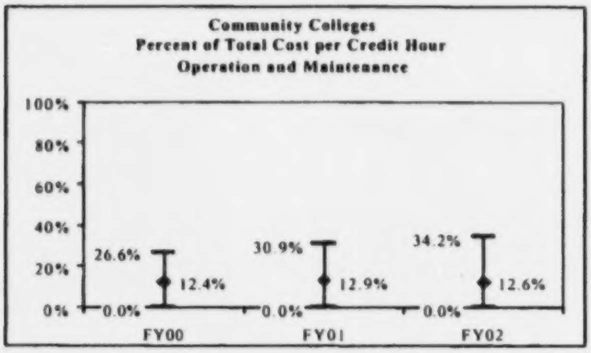


Exhibit 6-6



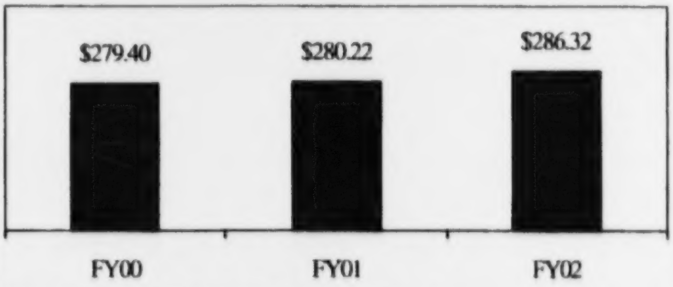
Public Universities: Cost of Instruction per Credit Hour

Statewide Indicators

Exhibits 6-7 and 6-8 provide an overview of the statewide average instructional cost per credit hour at Illinois' public universities from fiscal year 2000 through fiscal year 2002 in total and cost distribution by activity. The public university costs include expenditures from state appropriated and university income funds (i.e., tuition revenue). The overall unit cost of instruction at public universities grew by 2.5 percent on average during this period, after accounting for inflation.

Exhibit 6-7

Public Universities
Average Total Instructional Cost Per Credit Hour
(in FY02 Dollars)



Source: IBHE, Academic Discipline Unit Cost Study, All

Exhibit 6-8

Public Universities **Cost per Credit Hour (% of Total)**	**FY00**	**FY01**	**FY02**
Instruction	58.9 %	58.5 %	59.6 %
Academic & Student Support	14.7 %	14.6 %	14.5 %
Institutional Support	11.5 %	12.2 %	12.4 %
O&M Physical Plant	14.9 %	14.7 %	13.5 %
Total	100.0 %	100.0 %	100.0 %

Common Institutional Indicators

The data reported in Exhibits 6-9 through 6-13 and in the Appendix reflect the actual cost per credit and distribution of costs by cost assignment area at each public university reported through the annual *IBHE Academic Discipline Unit Cost Study*. While the data collected through this study provide an accurate depiction of these costs at each individual university, they do not control for the significant differences in academic program and student mix and overall enrollment levels among institutions, which have a direct impact on these inter-institutional cost variances. For a more thorough treatment of this topic, the reader should review the annual *Comparative Cost Studies* at http:www.ibhe.org/Data%20Bank/downloads.htm#CostStudies.

Exhibit 6-9 presents the total cost per credit hour ranging from the lowest to the highest institutional costs. Exhibits 6-10 through 6-13 illustrate the range of total instructional cost components as a percent of the total cost among all Illinois public universities.

Exhibit 6-9

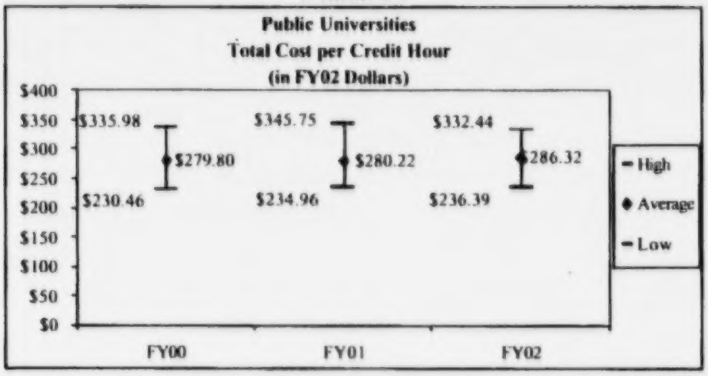


Exhibit 6-10

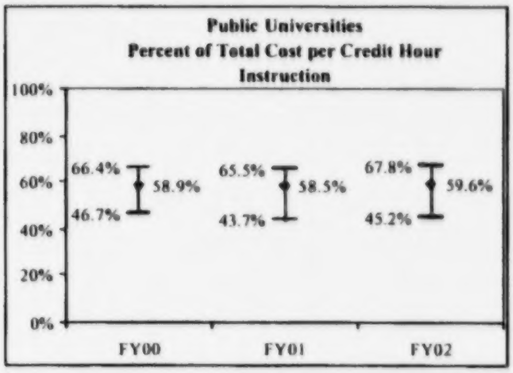


Exhibit 6-11

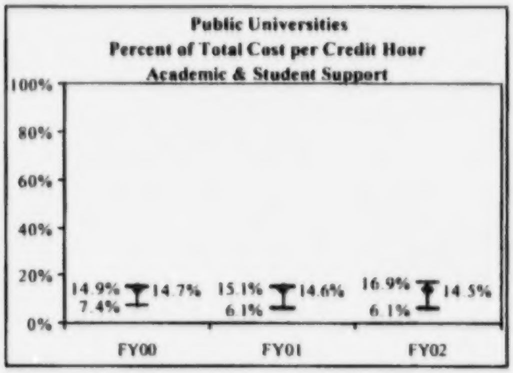


Exhibit 6-12

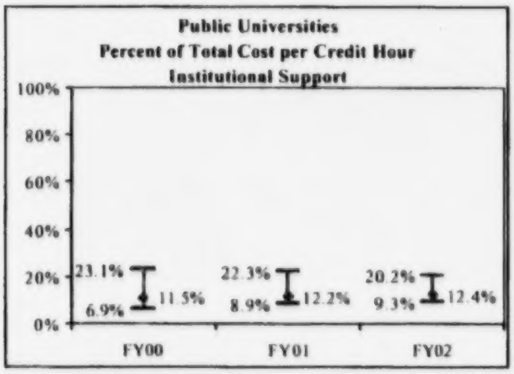
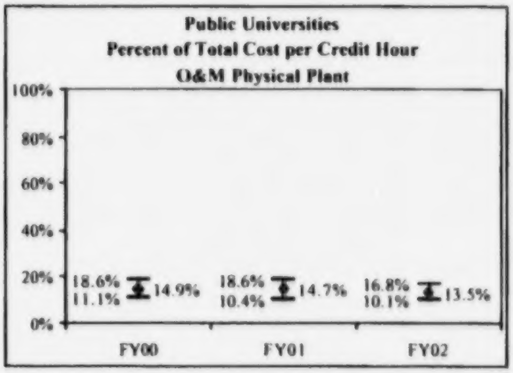


Exhibit 6-13



First-Time, Full-Time Freshmen Status at 150 Percent of Catalog Time

Exhibits 6-14 through 6-19 present a measure of graduation within 150 percent of "catalog time" for students enrolling as first-time, full-time students. This equates to three years for students at community colleges and six years for students at public universities and four-year private institutions. For community colleges, this measure also includes those students who are still enrolled or transferred during this time period. Any comparison of graduation rate and time to degree must be considered within the context of institutional mission and student choice. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with large numbers of transfer or part-time students than those serving a more traditional student population.

Statewide Indicators

As illustrated in Exhibits 6-14 through 6-16, the average percent of completions has increased steadily over the past three years in all sectors.

Exhibit 6-14

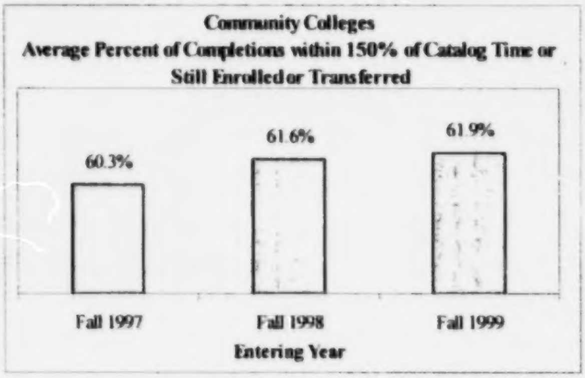


Exhibit 6-15

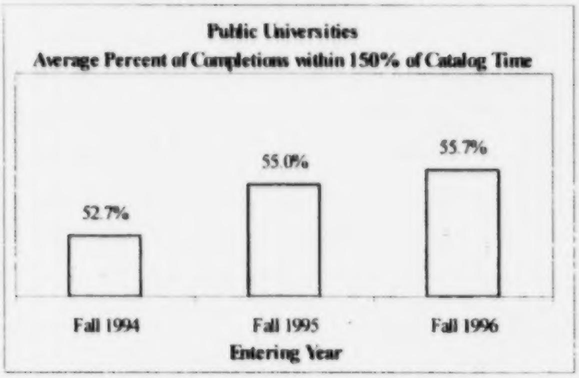
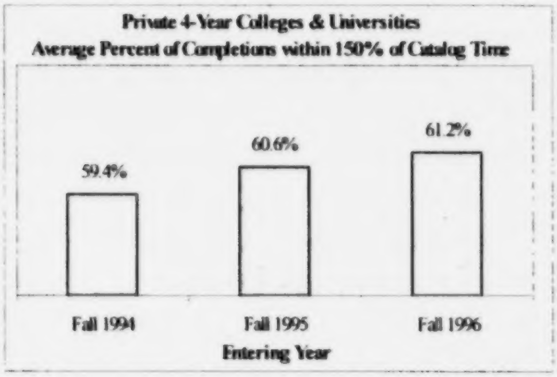


Exhibit 6-16



Common Institutional Indicators

Exhibits 6-17 through 6-19 present the 150 percent completion rate as a range based on institutional data within each sector. As noted earlier, any comparison of graduation rate and time to degree must be considered in the context of institutional missions, as well as student choices. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with large numbers of transfer students or part-time students than those serving a more traditional student population.

Exhibit 6-17

Community Colleges
Average Percent Completions within 150% of Catalog Time or Still Enrolled or Transferred

Descriptor	Entered Fall 1997	Entered Fall 1998	Entered Fall 1999
Lowest	31.4	36.1	44.0
Highest	72.7	71.4	74.9
Average	60.3	61.6	61.9

Exhibit 6-18

Public Universities
Average Percent Completions within 150% of Catalog Time

Descriptor	Entered Fall 1994	Entered Fall 1995	Entered Fall 1996
Lowest	11.6	14.2	14.1
Highest	76.4	77.8	79.6
Average	52.7	55.0	55.7

Exhibit 6-19

Private 4-Year Colleges & Universities
Average Percent Completions within 150% of Catalog Time

Descriptor	Entered Fall 1994	Entered Fall 1995	Entered Fall 1996
Lowest	12.3	19.1	23.3
Highest	92.0	91.6	93.1
Average	59.4	60.6	61.2

Effective Practices

The following are examples of institutional strategies to enhance academic and academic productivity.

The Deans Budget Committee

The University of Illinois at Urbana-Champaign adopted a new budgeting system in FY1998 that, among other things, created a structural arrangement to ensure that each administrative support function is directly relevant (and needed) to the academic mission of the institution. This arrangement features the Deans Budget Committee, which consists of the deans of the colleges and schools or their designees. All administrative units present their annual performance reports, long-term plans, and resource requests to this committee, which in turn makes recommendations to the Provost for allocations to administrative units. Through this process, all administrative units reporting to the Chancellor or a Vice Chancellor undergo annual campus-level budgetary review by the leadership of the schools and colleges.

Why the interest? In times of severe resource constraints, budgeting practices that ensure that the institution's academic mission is at the core of its resource decisions are especially valuable.

What are the benefits? The committee review process displays structurally the relationship between academic units and administrative units, and the priority given to the academic mission. The review process makes administrative units publicly and visibly accountable to the academic units they exist to support. When the Deans Budget Committee recommends increased resources for an administrative unit, the campus community knows that the new resources have been weighed against other uses of the funds in a framework that has the core academic mission of the institution as the central priority.

As the campus community has gained experience with this review process over the last few years, the traditional faculty suspicion that administrative units reporting directly to campus administrators have first call on resources has been reduced significantly.

(Source: University of Illinois' 2003 Results Report)

Increased Productivity through Maximizing Resources

The community colleges continue to make use of partnerships with other colleges and universities, such as using cooperative agreements to make more programs available to students while keeping costs affordable. Many community colleges provide baccalaureate completion programs on their campuses through agreements with four-year colleges and universities. The community colleges are also active participants in the state's ten Regional Consortia, the Illinois Prairie Internet Consortium, and the Illinois Community Colleges Online, all of which make use of distance learning technologies to increase the number of courses and programs available to students. The Southern Illinois Common Collegiate Market (SICCM), a consortium of five colleges from the southern region of the state, continues to be an essential partnership to provide increased access to programs for students of the southern region. In addition, business partnerships are essential for industry expertise, curriculum development, and instructional resources. The colleges have had to rely more heavily on securing external funds to support program development and innovations. Such external funds typically take the form of grants, donations from business partners, and fund raising activities.

Restructuring to Streamline and/or Improve Efficiencies

The need to streamline, realign, and conserve resources played a key role in the college's strategic planning for fiscal year 2003 because of state budget cuts. At the same time, colleges needed to reassess functions because of increased enrollments. Examples include:

- Illinois Central College decided not to fill administrative positions vacated by retirements. In an effort to reduce the bureaucracy and to increase efficiency, existing staff were empowered with decision making responsibilities or received additional duties that were formerly conducted by the vacated positions.

- Wilbur Wright College reorganized every aspect of its counseling, advising, admission and transfer services in order to increase efficiency and improve their use of space. The new Student Academic Success Center brings all those functions into the same office as well as incorporates services for immigrant/international students, transcript evaluations, referrals to social service agencies, adult education/GED and ESL programs, and student recruitment.

(Source: ICCB, Fiscal Year 2003 Results Report, Part I)

NEXT STEPS

This first report reflects a significant level of effort by the Illinois higher education community in responding to the Board of Higher Education's initiative to assess progress toward meeting the goals of *The Illinois Commitment* via the performance indicators adopted in February 2003. As noted at the beginning of this report, however, this initiative is a work in progress that will be implemented and refined over multiple years. The next reporting cycle (the 2004 report), will incorporate additional indicators and analyses, as well as an assessment of progress toward specific institutional goals established relative to the common institutional indicators. Each institution has begun this goal-setting process. Board staff also will work with the higher education community to refine and improve upon the reporting process for 2004.

APPENDIX A

LISTING OF EFFECTIVE PRACTICES REPORTED BY INSTITUTIONS

Effective Practices

As part of the *2003 Institutional Results Report* process, institutions were asked to share effective practices for at least two of *The Illinois Commitment* goals of their choice. Institutions were also advised that they may include an effective practice example for each of the six goals if desired, but this was not a requirement. As the *Performance Indicators* initiative evolves, the intention is to incorporate more descriptive and outcomes information about the effective practices. At this time, the effective practices specified by the institutions are simply listed by goal.

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

Community Colleges

Institution	Effective Practice Reported by the Institution
Black Hawk College	Corporate Training
Carl Sandburg College	Continuing Education
College of DuPage	Conversational Spanish Training (Office Depot)
College of Lake County	Environmental Action Committee
Daley College	Bilingual Nurse Consortium Program
Danville Area Community College	Corporate and Community Partnerships
Elgin Community College	Customized Business Training
Harold Washington College	Partnership with Jitney One & MOWD
Heartland Community College	State Farm Insurance Employee Training (ESU)
Highland Community College	Local Workforce Investment Board
Illinois Central College	The Empowered Employee Workshop
Illinois Eastern Community Colleges	Training in Lean Manufacturing (FairRite)
Illinois Valley Community College	Illinois Manufacturing Extension Center
John A. Logan College	Procurement Technical Assistance Center
John Wood Community College	Job-Coping Skills for Adult Students
Joliet Junior College	Process Technology Alliance
Kankakee Community College	Direct Service Provider Training
Kaskaskia College	Job Seeking Skills for Students
Kennedy King College	Digital Technical Training
Kishwaukee College	Continuing Professional Development Unit Courses
Lake Land College	Process Picture Mapping Services
Lincoln Land Community College	Business Training Institute
McHenry County College	Partnership - Development Dimensions International
Moraine Valley Community College	Career-Based Partnerships
Morton College	Computer Information System Program Restructured
Oakton Community College	Federal-Mogul-Oakton Partnership
Olive Harvey College	Illinois Veteran's Fair
Parkland College	Illinois Employment and Training Center
Prairie State College	Chicago Manufacturing Campus Training Services
Rend Lake College	Economic Development Workshops & Events
Richland Community College	Firefighter & Law Enforcement Education
Rock Valley College	Healthcare Career Fair
Sauk Valley Community College	Work-Based Learning Components (AAS Degrees)
Shawnee Community College	VESTA Partnership

Southeastern Illinois College	Small Business Development Center (SBDC)
Southwestern Illinois College	Construction Trades Preparation Program
Triton College	Transatlantic Automotive Technology Educational Collaboration
William Rainey Harper College	Small Business Counseling Service
Wright College	Forensic Computer Investigation

Public Universities

Institution	Effective Practice Reported by the Institution
Eastern Illinois University	Child Care Resource and Referral Project
Illinois State University	C-FAR Student Participation
Northern Illinois University	Active Learning Initiatives
Southern Illinois University-Carbondale	Southern Illinois Research Park Centers of Excellence (School of Medicine)
Southern Illinois University-Edwardsville	High-Tech Bootcamp

Private Four-Year Colleges and Universities

Institution	Effective Practice Reported by the Institution
Benedictine University	College of Business, Technology, and Professional Programs Advisory Committee
Blackburn College	2+2 Agreement with LCCC (Business Admin)
Bradley University	Peoria NEXT/Turner Center for Entrepreneurship
Chicago School of Professional Psychology	Formalized Training Programs
DePaul University	Office of University Collaboration
Dominican University	Internship Program
Elmhurst College	Council of Business Associates
Eureka College	Internships/Job Placement Activities
Illinois College	IC Focus
McKendree College	Internships/Career Services Office
Monmouth College	Students in Free Enterprise (SIFE) Program
Robert Morris College	Internships-Applied Bachelor & Associate Degrees
Saint Francis Medical Center College of Nursing	Expanded Opportunities for Clinical Experiences
West Suburban College of Nursing	Advisory Committee

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Community Colleges

Institution	Effective Practice Reported by the Institution
Black Hawk College	Family Literacy Program
College of DuPage	Command Spanish for School Staff
College of Lake County	Youth Safari
Elgin Community College	NCLB – Paraprofessional Program
Harold Washington College	Science & Pre-Med Day
Heartland Community College	Physics Roadshow
Illinois Central College	Professional Development School
Illinois Eastern Community Colleges	Education-to-Careers
Illinois Valley Community College	Education Program Advisory Council (EPAC)
John A. Logan College	Southern Illinois Education Alliance
John Wood Community College	Building Capable People
Joliet Junior College	Educational Training Center
Kankakee Community College	Math & Science Enrichment Workshop
Kaskaskia College	Dual Credit Agreements/EXCELerated program
Kennedy King College	Math & Science – Chicago Public Schools
Kishwaukee College	Articulation Conference
Lake Land Community College	Career Services
Lewis & Clark Community College	High School On-Site College Enrollment
Lincoln Land Community College	NCLB -- Para-Educator Studies Degree
Malcolm X College	Talent Search
McHenry County College	Programming for Children & Adults
Moraine Valley Community College	Applied Internet Technology
Olive Harvey College	Accelerated Programs
Prairie State College	Health Careers
Rend Lake College	Tutoring Assistance for At-Risk Students
Richland Community College	NCLB – Paraprofessional Program
Rock Valley College	Teacher Education Advisory Council
Shawnee Community College	Teaching & Learning Center
Southeastern Illinois College	Dual Credit Programs
Triton College	K-14 Librarians & Media Specialist Workshop
Truman College	Chicago Teacher Pipeline
Wright College	Illinois Enhanced Test of Basic Skills Review

Public Universities

Institution	Effective Practice Reported by the Institution
Eastern Illinois University	Office of Safety Programs
Illinois State University	Special Education Assistive Technology Center
Southern Illinois University-Carbondale	Elementary Education Program offered at the University Center of Lake County Heart Smart for Teens (School of Medicine)
Southern Illinois University-Edwardsville	Collaborative Effort to Increase the Number of National Certified Teachers (NBPTS)
University of Illinois-Chicago	Partnership READ
University of Illinois-Urbana/Champaign	Recruiting, Educating, Certifying and Retaining Underrepresented Populations in Teaching Science & Mathematics (RECRUIT) Program
Western Illinois University	STAR Online Virtual Teaching & Learning Community

Private Four-Year Colleges and Universities

Institution	Effective Practice Reported by the Institution
Blackburn College	Advisory Committee to Teacher Education
Concordia University	Academy of Continuing Professional Education
DePaul University	Outreach Programs to Urban K-12 Students
DeVry University	Tech 37/Young Women in Technology
Springfield College	Tutor/Mentor Program with Local Grade School
University of St. Francis	Professional Development School
West Suburban College of Nursing	Health Education Programs for K-8 Students
Wheaton College	Partners for Success

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Community Colleges

Institution	Effective Practice Reported by the Institution
Black Hawk College	Achievement Awards
City Colleges of Chicago	U Pass Program
College of DuPage	Resource Development Efforts
College of Lake County	FAFSA Completion Day Events
Daley College	Tuition Waivers - Public Assistance
Elgin Community College	Institutional Grant & Gift Aid
Illinois Valley Community College	On-Site College Workshops for Dislocated Workers
John Wood Community College	Tuition Waivers – Educational Leaders Council
Joliet Junior College	Student Emergency Fund
Kankakee Community College	Monthly Tuition Budget Plan
Kaskaskia College	On-Site College Workshops for Dislocated Workers
Kennedy-King College	UPS Earn & Learn Program
Kishwaukee College	Easy-to-Use Financial Aid Chart
Lake Land College	Discover Lake Land Day, College Career Day
Malcolm X College	Scholarships
McHenry County College	First Generation College Student Scholarships
Moraine Valley Community College	UPS Earn & Learn Program
Morton College	Workshops/Seminars (English & Spanish)
Rend Lake College	Loan Forgiveness Program (Foundation & Good Samaritan Regional Health Center)
Richland Community College	Scholarships
Rock Valley College	Workshops/Financial Aid Information Night
Sauk Valley Community College	Promoting Latino Access to College Education (PLACE)
Southwestern Illinois College	Workshops
Spoon River College	Building a High End PC (Student Project)
Triton College	Monthly Tuition Budget Plan
Waubonsee Community College	Building Foundations for the Future
William Rainey Harper College	Workshops/Seminars (English & Spanish)
Wright College	Remedial Instruction (Math & English) Free of Charge

Public Universities

Institution	Effective Practice Reported by the Institution
Eastern Illinois University	Cooperative Work Study Program
Illinois State University	Restoration of 5th Year and Other MAP Funding
Southern Illinois University-Carbondale	Undergraduate Assistantship Program MEDPREP Alliance Scholarships (School of Medicine)
Southern Illinois University-Edwardsville	Cooperative Education (Co-op)

Private Four-Year Colleges and Universities

Institution	Effective Practice Reported by the Institution
Blackburn College	Work Program
Concordia University	Residence Assistant (RA) Activity Grant
DeVry University	Institutional Grants & Scholarships
Eureka College	Institutional Aid Matrix
Finch University	Tuition Freeze for All Programs
Springfield College	Monthly Tuition Payment Option Without Interest
West Suburban College of Nursing	Scholarships

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

Community Colleges

Institution	Effective Practice Reported by the Institution
Black Hawk College	Expansion of the Bridges Program
College of DuPage	Educating Young Girls about Career Choices
College of Lake County	Support Services for Students with Disabilities
Danville Area Community College	Equity and Diversity Committee
Elgin Community College	Retention Program
Harold Washington College	Chicago Policy & Firefighter Training Academy
Highland Community College	Instructional Support – Learning Assistance Center
Illinois Eastern Community Colleges	Student Services
Illinois Valley Community College	Diversity Task Force
John Wood Community College	Procurement Technical Assistance Center
Joliet Junior College	Engaging Latino Communities for Education
Kaskaskia College	Adult Literacy Program
Kennedy King College	Automotive Technology Training Program
Kishwaukee College	Kishwaukee College Mathematics
Lake Land College	Illinois On-Line Conference for Teaching & Learning
Lewis and Clark Community College	2+2 Educator Training with Greenville College
Lincoln Land Community College	Training & Education for Adult Learners (TEAL)
Malcolm X College	Institutional Diversity Plan
McHenry County College	Hispanic-Latino Leadership Conference
Moraine Valley Community College	Comprehensive Integrated First Year Experience
Morton College	Student Satisfaction Inventory
Oakton Community College	Program for At-Risk Nursing Students
Parkland College	Automated Degree Audit (Certificates < 20 hours)
Rock Valley College	Comprehensive Support Services
Southeastern Illinois College	Partnership with Franklin University
Southwestern Illinois College	Automated Student Information System
Truman College	Transitional Bilingual Learning Community
Waubonsee Community College	Healthcare Interpreting Program

Public Universities

Institution	Effective Practice Reported by the Institution
Chicago State University	TILT Project
Eastern Illinois University	Minority Affairs Programming
Illinois State University	Illinois Louis Stokes Alliance for Minority Participation
Southern Illinois University-Carbondale	Individualized Learning Program
	Health Careers Opportunity Program (School of Medicine)
Southern Illinois University-Edwardsville	Pathways to Harmony
University of Illinois-Springfield	Online Degree Completion Program in Liberal Arts & Sciences

Private Four-Year Colleges and Universities

Institution	Effective Practice Reported by the Institution
Blackburn College	Office of Intercultural Programs and Services
Columbia College Chicago	Award Winning Retention Program
Concordia University	Learning Assistance Center
Dominican University	Transitions Program
Elmhurst College	Common Experience Program
Eureka College	Recruitment Strategies
Finch University	Chicago Area Health and Medical Careers Program
Lake Forest College	Recruitment of International Students
Monmouth College	Office of Intercultural Life
North Central College	Junior/Senior Scholars Program
University of St. Francis	Retention Task Force
West Suburban College of Nursing	Individual Learning Support Plans

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Community Colleges

Institution	Effective Practice Reported by the Institution
Black Hawk College	Assessment of Student Learning
Carl Sandburg College	Learning Communities
College of DuPage	English 101 Assessment Project
College of Lake County	AQIP
Daley College	Post-Tenure Review Process
Danville Area Community College	On-Line Student Evaluation of Instruction System
Harold Washington College	Student On-Line Application & Registration System
Heartland Community College	Curriculum Changes in Math & Developmental Advising
Illinois Central College	Future Teachers of Peoria
Illinois Valley Community College	Enhanced Faculty Evaluation System
John Wood Community College	Portfolio Pilot Project (General Education Objectives)
Joliet Junior College	AQIP
Kankakee Community College	Faculty Review of Course Placement
Kennedy King College	Digital Technical Training
Lake Land College	Approval Process for On-Line Courses
Lewis & Clark Community College	Strategic Planning/AQIP
Lincoln Land Community College	Nursing Program Improvements
Malcolm X College	Seamless Connection Project
McHenry County College	Dual-Track Approach to Academic Advisement
Morton College	Mini Grants for Faculty Assessment Projects
Oakton Community College	Best Practices for Academic Integrity
Olive Harvey College	English Exit Exams
Parkland College	Academic Assessment & Institutional Effectiveness Processes
Rend Lake College	Student Outcomes Assessment
Richland Community College	AQIP
Sauk Valley Community College	Assessment Results to Improve Teaching & Learning
Shawnee Community College	On-Line Course Support Services
South Suburban College	Annual Assessment Fair
Southwestern Illinois College	Success Center
Triton College	Teaching & Learning Technology Roundtable
Waubonsee Community College	Integrating Technology in Teaching & Learning
William Rainey Harper College	Foster P-16 Partnerships

Public Universities

Institution	Effective Practice Reported by the Institution
Eastern Illinois University	University Foundations (Freshman Year Experience)
Governors State University	On-Line Orientation and Directed Self-Placement
Illinois State University	Beckman Scholars Program
Northeastern Illinois University	Unit Assessment System
Southern Illinois University-Carbondale	Outcomes/Student Performance Loop CurrMIT (School of Medicine)
Southern Illinois University-Edwardsville	Outcomes Assessment (School of Dental Medicine)

Private Four-Year Colleges and Universities

Institution	Effective Practice Reported by the Institution
Benedictine University	AQIP Action Projects
Blackburn College	Strengthening Faculty Advising Skills
Bradley University	Internet2 (I2)
Chicago School of Professional Psychology	Development of The Chicago School Assessment Plan
Concordia University	AQIP Action Projects
DeVry University	Common Writing Final
Illinois College	Institutional Assessment Plan
McKendree College	Assessment Initiatives (NCA Model Program)
Robert Morris College	Center for Applied Leadership
Wheaton College	Initiatives to Enhance Outcomes-Based Assessment

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Community Colleges

Institution	Effective Practice Reported by the Institution
Black Hawk College	Print Shop Conversion
Carl Sandburg College	DocuShare Web-Based Document Management System
College of DuPage	Systems & Administrative Unit Portfolio
College of Lake County	Operations of Environmental Action Committee
Elgin Community College	Continuous Improvement Project
Harold Washington College	On-Line Registration (SOARS)
Heartland Community College	Group & Individual Advising
Highland Community College	Administrative Reorganization
Illinois Central College	Budgeting Program Review
Illinois Eastern – Frontier	Administrative Productivity Improvement
Illinois Eastern – Olney Central	Conversion of Student Files Archives to Digital Format
Illinois Valley Community College	Academic Affairs Restructuring
John A. Logan College	Lincoln Awards for Excellence Application
Joliet Junior College	Redesign of Classification and Compensation Structure and Personnel Review System
Kankakee Community College	Linker On-Line Student Information Software
Kaskaskia College	Health & Professional Career Building
Kennedy King College	Digital Technical Training
Kishwaukee College	Trailblazer Process
Lake Land College	College Print Shop, Implementation of Wintel
Lincoln Land Community College	Class Size/Offerings
McHenry County College	Modification in Electrical Purchases
Moraine Valley Community College	Fixed Asset Inventory Control System
Morton College	Relational Database for Budget Development
Oakton Community College	Administrative Professional Development Program
Olive Harvey College	General Store
Parkland College	Operational Planning Activity Database
Prairie State College	Consolidation of Office Supply Purchasing
Rock Valley College	Arts Instructional Center, Stenstrom Center for Career Education, & Expansion of Bengt Sjostrom Theatre
Shawnee Community College	WebCT Tutorial
Southeastern Illinois College	On-Line Registration Approval Process
Southwestern Illinois College	Database Transition (MSG to LSR)
Spoon River College	Business Process Redesign System
Triton College	Degree/Certificate Audit Enhancements
Truman College	Integrating Shared Databases, Electronic Communications, and College Culture
Waubonsee Community College	Providing College & Faculty Enhancements with No Tax Rate Increase to District Residents
William Rainey Harper College	Web Registration/Payment & On-Line Textbook Orders
Wright College	Student Academic Success Center

Public Universities

Institution	Effective Practice Reported by the Institution
Chicago State University	Web-Based Fiscal Officer System
Eastern Illinois University	Performance Contracting (Deferred Maintenance Reduction)
Governors State University	On-Line Orientation and Directed Self-Placement
Illinois State University	Fiscal Activities (Cost Savings, Internal Reallocations)
Northeastern Illinois University	Coordinated Purchasing of Technology Equipment
Northern Illinois University	Performance Contracting (Facility Improvements)
Southern Illinois University-Carbondale	Physical Plant In-House Construction Projects Patient Service Information Systems (School of Medicine)
Southern Illinois University-Edwardsville	Academic Quality Improvement Program (AQIP)
University of Illinois-Chicago	University of Illinois Medical Center at Chicago Contract Management System (UIMCC)
University of Illinois-Springfield	Noel-Levitz Study: Assessing the Delivery of Academic, Business, and Student Services
University of Illinois-Urbana/Champaign	Deans Budget Committee
Western Illinois University	On-Line Timecard System

Private Four-Year Colleges and Universities

Institution	Effective Practice Reported by the Institution
Blackburn College	Increased Efficiency and Effectiveness of Advising
DePaul University	ISO 9001 Certification
North Central College	Budget Planning Process
Saint Francis Medical Center College of Nursing	Strategic Goal/Team to Increase Efficiency & Effectiveness
Springfield College	Merger with Benedictine University
West Suburban College of Nursing	New Information System
Wheaton College	Reorganization of the Academic Division

APPENDIX B

DATA SOURCES AND DEFINITIONS

DATA SOURCES AND DEFINITIONS

Environmental Factors Impacting Higher Education

Exhibit B	Institute of Government and Public Affairs. (2002). *Illinois Statistical Abstract.* http://www.igpa.uiuc.edu/abstract/2002/population/01_03.htm
Exhibit C	Illinois State Board of Education. (2002). *Illinois Public School Enrollment Projections: 2002-03 – 2010-2011.*
Exhibit D	National Center for Education Statistics (NCES). (2002, October). *Projections of Education Statistics to 2012. Thirty-first Edition.*
Exhibits E & F	Carnevale, A. P. & Fry, R. A. (2000). *Crossing the Great Divide: Can We Achieve Equity with Generation Y?* Educational Testing Service.
Exhibit G	IPEDS. *Fall Enrollment Surveys.*
Exhibit H	ACT. (2003). *National and State Scores, 1999 through 2003.* (www.act.org/news/data)
Exhibit I	Illinois State Board of Education. (2002). *2002 Illinois State Report Card.*
Exhibit J	NCES, U.S. Census Bureau, and The National Information Center for Higher Education Policymaking and Analysis – NCHEMS. (www.higheredinfo.org)
Exhibit K	Illinois Student Assistance Commission (ISAC). 2000 U.S. Census Bureau.
Exhibit L	U.S. Department of Labor, Bureau of Labor Statistics. (www.bls.gov)
Exhibit M	Illinois Department of Employment Security. (2002). *Illinois Job Outlook in Brief, 2002-03.*
Exhibit N	U.S. Department of Labor, Bureau of Labor Statistics.
Exhibit O	*Grapevine.* Center for the Study of Education Policy, Illinois State University.
Exhibits P & Q	IBHE Records.
Exhibit R	IBHE. (2003). *FY04 Budget Book.*
Exhibit S	IBHE. *Annual Student Financial Aid Surveys* (various years).

Goal 1: Economic Growth

Exhibits 1-1 to 1-4	IBHE Employer Satisfaction Survey (1998).
Exhibit 1-5	IPEDS Degrees Conferred Survey. The fields of study reflect CIP code groupings and do not necessarily reflect the actual number of degrees granted by a specific college at an institution, such as Education or Liberal Arts & Sciences. *Pre-Baccalaureate: Certificates and Associate Degrees.* *Post-Baccalaureate: Masters, Doctoral, First Professional, Advanced Certificates.*
Exhibit 1-6	National Science Foundation (NSF), Division of Science Resources Statistics. (2003, April). *Academic Research and Development Expenditures: FY2001.*
Exhibit 1-7	IBHE Baccalaureate Follow-Up Survey, ICCB Occupational Follow-Up Study, and FY2003 Institutional Results Reports.

Goal 2: Partnerships with P-12 Education

Exhibits 2-1 and 2-2	IBHE. Fiscal Year 2003 Results Reports, Public Universities. *Includes all baccalaureate graduates in teacher education programs, plus others completing requirements for initial teacher certification with or without a degree being awarded.*
Exhibit 2-3	IPEDS Completion Surveys. CIP Codes: 13.01, 13,10, 13.12, & 13.13. For more information regarding CIP Codes, please see NCES Classification of Instruction Programs: 2000 Edition available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165

Goal 3: Affordability

Exhibit 3-1	IBHE Student Financial Aid Survey, IBHE Data Books. *Grants, Scholarships, and Waivers are types of aid that the student is not required to repay. Grants include funds from federal, state, and institutional sources.*
Exhibits 3-2 and 3-3	ISAC/IBHE. Committee on Affordability. (2003). *Data was collected from 32 institutions (13 community colleges, 10 public university campuses, 9 private four-year institutions) for full-time undergraduate students that completed the financial aid application (FAFSA) for Fall 2002. The study population includes 73,213 dependent students and 19,882 independent students.*
Exhibit 3-4	ISAC Weighted Mean Tuition and Fees by Sector, IBHE FY04 Budget Book.

Goal 4: Access and Diversity

Exhibits 4-1 to 4-4	IPEDS Degrees Conferred Survey *Pre-Baccalaureate: Certificates and Associate Degrees.* *Post-Baccalaureate: Masters, Doctoral, First Professional, and Advanced Certificates.*

Goal 5: High Quality

Exhibit 5-1	IBHE Fiscal Year 2003 Institutional Results Reports, LegalEd (www.legaled.com/illinoisbarexam.htm), and NCBEX (www.ncbex.org/stats.htm)
Exhibits 5-2 to 5-4	IBHE Fiscal Year 2003 Institutional Results Reports, Pubiic Universities.
Exhibit 5-5	ICCB Records.

Goal 6: Productivity and Accountability

Exhibit 6-1	ICCB, Unit Cost Study (FY 2000, 2001, 2002). *Net instructional cost includes direct instructional salary costs, direct departmental costs, direct instructional equipment costs, allocated costs (indirect instructional support), and operation and maintenance costs.*
Exhibit 6-2	ICCB, Unit Cost Study (FY 2000, 2001, 2002). *Instruction includes direct salary cost, direct department cost, and direct equipment cost. Instructional Support includes various indirect costs, including academic support, student services, academic administration and planning, and institutional support.*
Exhibits 6-3 to 6-6	ICCB, Unit Cost Study.
Exhibit 6-7	IBHE, Academic Discipline Unit Cost Study (FY 2000, 2001, 2002).
Exhibit 6-8	IBHE, Academic Discipline Unit Cost Study (FY 2000, 2001, 2002). . *Instruction includes the costs associated with direct and indirect instruction, departmental research and overhead, and college or school overheads.* *Academic and Student Support includes costs associated with overhead support, academic support, and student services.* *Institutional Support includes executive management, system office support, financial management and operations, general administration, faculty and staff auxiliary services, and public relations/development.* *Operation and Maintenance (O&M) of Physical Plant includes areas such as custodial services, building and grounds maintenance, utilities, security, etc.*
Exhibits 6-9 to 6-13	IBHE, Academic Discipline Unit Cost Study.
Exhibits 6-14 to 6-16	IPEDS Graduation Rate Survey and ICCB Records (FY 2000, 2001, 2002). *An entering cohort of first-time, full-time freshmen is identified and tracked to determine those who complete degrees or certificates within 150% of published catalog (normal) time, or are still enrolled, or have transferred. The general methodology follows the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) methodology. The numerator for community colleges is the number of individuals in the cohort who graduate, transfer, or are still enrolled at the end of the observation period (3 years for community college). The numerator for four-year colleges and universities is the number of individuals in the cohort who graduate at the end of the observation period (6 years for four-year institutions). The denominator is first-time, full-time freshmen in the designated fiscal year.*
Exhibits 6-17 to 6-19	IPEDS Graduation Rate Survey and ICCB Records.

APPENDIX C

INSTITUTIONAL DATA

LIST OF TABLES

Goal 1

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study
Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study
Annual Number of Illinois Private, 4-Year University Graduates by Level and Broad Field of Study
Illinois Public University Baccalaureate Degree Recipients Either Employed or Enrolled in Further Education Within One Year of Graduation
Occupational Follow-Up Summary By College for Selected Programs, Illinois Public Community Colleges
Private 4-Year College and University Baccalaureate Degree Recipients Either Employed or Enrolled in Further Education Within One Year of Graduation

Goal 2

Annual Number of Students Completing Requirements for Initial Teacher Certification, Illinois Public Universities

Goal 4

Completions by Race and Gender at Illinois Public Universities
Completions by Race and Gender at Illinois Public Community Colleges
Completions by Race and Gender at Illinois Public Universities

Goal 5

Pass Rates on Selected Professional/Occupational Licensure Exams, Illinois Public Community Colleges

Goal 6

Cost Per Credit Hour as a Percent of Total Costs at Illinois Public Universities
Net Instructional Unit Costs at Illinois Public Community Colleges
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Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time, Transfer out or Still Enrolled at Illinois Public Community Colleges
Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Illinois Private 4-Year Colleges and Universities

Goal 1

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study

Public University	Degree Level	Agriculture				Business				Education			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Chicago State University	Baccalaureate					95	102	92	(3.2)	98	102	93	(5.1)
	Post-Baccalaureate									222	247	269	21.2
Eastern Illinois University	Baccalaureate					389	366	402	3.3	568	539	503	(11.4)
	Post-Baccalaureate					46	46	55	19.6	307	269	238	(22.5)
Governors State University	Baccalaureate					152	151	141	(7.2)	107	128	106	(0.9)
	Post-Baccalaureate					42	36	46	9.5	246	311	251	2.0
Illinois State University	Baccalaureate	93	106	106	14.0	839	886	934	11.3	894	901	961	7.5
	Post-Baccalaureate	4	2	4	0.0	102	110	92	(9.8)	266	260	234	(12.0)
Northeastern Illinois University	Baccalaureate					134	123	130	(3.0)	225	265	288	28.0
	Post-Baccalaureate					15	17	9	(40.0)	341	344	323	(5.3)
Northern Illinois University	Baccalaureate					829	803	899	8.4	489	516	560	14.5
	Post-Baccalaureate					242	277	261	7.9	546	587	670	22.7
S I U - Carbondale	Pre-Baccalaureate					12	6	1	(91.7)				
	Baccalaureate	139	152	166	19.4	395	468	493	24.8	980	1050	1008	2.9
	Post-Baccalaureate	23	29	30	30.4	111	154	138	24.3	267	239	273	2.2
S I U - Edwardsville	Baccalaureate					319	392	445	39.5	234	286	257	9.8
	Post-Baccalaureate					101	80	133	31.7	206	212	216	4.9
U of I - Chicago	Baccalaureate					612	669	672	9.8	171	164	142	(17.0)
	Post-Baccalaureate					327	351	424	29.7	172	215	220	27.9
U of I - Springfield	Baccalaureate					244	197	209	(14.3)				
	Post-Baccalaureate					52	49	62	19.2	39	27	26	(33.3)
U of I - Urbana/Champaign	Pre-Baccalaureate												
	Baccalaureate	326	301	324	(0.6)	1111	1087	1162	4.6	283	277	281	(0.7)
	Post-Baccalaureate	95	98	103	8.4	445	441	639	43.6	339	346	365	7.7
Western Illinois University	Baccalaureate	79	88	84	6.3	264	255	294	11.4	367	382	397	8.2
	Post-Baccalaureate					53	56	59	11.3	356	378	381	7.0
All Public Universities	Pre-Baccalaureate					12	6	1	(91.7)				
	Baccalaureate	637	647	680	6.8	5383	5499	5873	9.1	4416	4610	4596	4.1
	Post-Baccalaureate	122	129	137	12.3	1536	1617	1918	24.9	3307	3435	3466	4.8
	All Degree Levels	759	776	817	7.6	6931	7122	7792	12.4	7723	8045	8062	4.4

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study

		Engineering				Health Sciences				Liberal Arts and Sciences			
Public University	Degree Level	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Chicago State University	Baccalaureate	1	4	4	300.0	98	93	68	(30.6)	226	239	230	1.8
	Post-Baccalaureate												
Eastern Illinois University	Baccalaureate	43	40	36	(16.3)	32	33	33	3.1	143	153	175	22.4
	Post-Baccalaureate	32	26	31	(3.1)	26	22	21	(19.2)				
Governors State University	Baccalaureate					63	62	44	(30.2)	236	254	225	(4.7)
	Post-Baccalaureate					124	115	97	(21.8)				
Illinois State University	Baccalaureate	138	140	141	2.2	188	173	191	1.6	55	48	36	(34.5)
	Post-Baccalaureate	10	10	11	10.0	51	64	53	3.9				
Northeastern Illinois University	Baccalaureate									225	203	215	(4.4)
	Post-Baccalaureate												
Northern Illinois University	Baccalaureate	163	198	209	28.2	291	255	266	(8.6)	64	72	88	37.5
	Post-Baccalaureate	50	43	36	(28.0)	89	72	134	50.6				
S I U - Carbondale	Pre-Baccalaureate	38	10	0	---	66	39	28	(57.6)				
	Baccalaureate	589	628	608	3.2	343	327	360	5.0	75	70	78	4.0
	Post-Baccalaureate	59	63	55	(6.8)	160	140	139	(13.1)				
S I U - Edwardsville	Baccalaureate	91	107	96	5.5	176	167	134	(23.9)	50	72	89	78.0
	Post-Baccalaureate	52	61	49	(5.8)	141	164	115	(18.4)				
U of I - Chicago	Baccalaureate	290	342	343	18.3	304	294	282	(7.2)	0	0	2	
	Post-Baccalaureate	249	275	186	(25.3)	892	796	818	(8.3)				
U of I - Springfield	Baccalaureate					54	16	12	(77.8)	6	6	18	200.0
	Post-Baccalaureate					15	25	23	53.3	22	22	19	(13.6)
U of I - Urbana/Champaign	Pre-Baccalaureate												
	Baccalaureate	1001	1088	969	(3.2)	191	209	270	41.4	13	21	15	15.4
	Post-Baccalaureate	504	477	461	(8.5)	171	160	161	(5.8)				
Western Illinois University	Baccalaureate	69	77	67	(2.9)	10	10	23	130.0	305	298	281	(7.9)
	Post-Baccalaureate	14	7	8	(42.9)	20	24	15	(25.0)				
All Public Universities	Pre-Baccalaureate	38	10	0	---	66	39	28	(57.6)				
	Baccalaureate	2385	2624	2473	3.7	1750	1639	1683	(3.8)	1398	1436	1452	3.9
	Post-Baccalaureate	970	962	837	(13.7)	1689	1582	1576	(6.7)	22	22	19	(13.6)
	All Degree Levels	3393	3596	3310	(2.4)	3505	3260	3287	(6.2)	1420	1458	1471	3.6

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Public University Graduates by Level and Broad Field of Study

Public University	Degree Level	Social Sciences				Visual and Performning Arts				All Other			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Chicago State University	Baccalaureate	70	59	47	(32.9)	11	10	11	0.0	245	178	192	(21.6)
	Post-Baccalaureate	7	5	4	(42.9)					30	73	67	123.3
Eastern Illinois University	Baccalaureate	213	207	198	(7.0)	79	65	83	5.1	817	772	777	(4.9)
	Post-Baccalaureate	40	33	28	(30.0)	13	8	12	(7.7)	105	125	108	2.9
Governors State University	Baccalaureate	4	5	7	75.0	5	8	9	80.0	283	240	277	(2.1)
	Post-Baccalaureate	21	21	27	28.6	7	10	13	85.7	147	220	158	7.5
Illinois State University	Baccalaureate	440	403	436	(0.9)	167	203	218	30.5	1256	1181	1156	(8.0)
	Post-Baccalaureate	52	46	62	19.2	40	38	42	5.0	187	177	205	9.6
Northeastern Illinois University	Baccalaureate	108	90	86	(20.4)	8	11	19	137.5	339	387	422	24.5
	Post-Baccalaureate	33	23	27	(18.2)	6	3	4	(33.3)	151	131	134	(11.3)
Northern Illinois University	Baccalaureate	308	332	277	(10.1)	183	207	207	13.1	950	1033	982	3.4
	Post-Baccalaureate	67	56	61	(9.0)	76	70	84	10.5	376	357	358	(4.8)
S I U - Carbondale	Pre-Baccalaureate					5	0	0	---	93	65	41	(55.9)
	Baccalaureate	160	181	191	19.4	189	221	221	16.9	1559	1512	1551	(0.5)
	Post-Baccalaureate	50	48	36	(28.0)	32	30	42	31.3	422	409	399	(5.5)
S I U - Edwardsville	Baccalaureate	159	175	183	15.1	73	98	69	(5.5)	437	459	492	12.6
	Post-Baccalaureate	27	31	41	51.9	21	20	11	(47.6)	170	176	181	6.5
U of I - Chicago	Baccalaureate	211	238	260	23.2	140	133	149	6.4	1200	1334	1332	11.0
	Post-Baccalaureate	50	65	53	6.0	42	29	40	(4.8)	605	647	645	6.6
U of I - Springfield	Baccalaureate	63	60	55	(12.7)	8	5	13	62.5	271	313	306	12.9
	Post-Baccalaureate	24	35	35	45.8	6	20	8	33.3	156	172	186	19.2
U of I - Urbana/Champaign	Pre-Baccalaureate									18	10	12	(33.3)
	Baccalaureate	684	626	789	15.4	201	192	208	3.5	2560	2449	2702	5.5
	Post-Baccalaureate	126	114	136	7.9	110	99	130	18.2	1383	1382	1376	(0.5)
Western Illinois University	Baccalaureate	120	133	127	5.8	75	50	76	1.3	904	871	936	3.5
	Post-Baccalaureate	43	41	42	(2.3)	13	19	15	15.4	130	148	126	(3.1)
All Public Universities	Pre-Baccalaureate					5	0	0	---	111	75	53	(52.3)
	Baccalaureate	2540	2509	2656	4.6	1139	1203	1283	12.6	10821	10729	11125	2.8
	Post-Baccalaureate	540	518	552	2.2	366	346	401	9.6	3862	4017	3943	2.1
	All Degree Levels	3080	3027	3208	4.2	1510	1549	1684	11.5	14794	14821	15121	2.2

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

		Agriculture				Business				Education			
Public Community College	**Degree Level**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**
Black Hawk College	Pre-Baccalaureate	124	109	99	(20.2)	110	64	61	(44.5)				
Carl Sandburg College	Pre-Baccalaureate	8	3	1	(87.5)	88	115	101	14.8	1	1	4	300.0
CCC - Harold Washington College	Pre-Baccalaureate					58	70	45	(22.4)	1			---
CCC - Harry S Truman College	Pre-Baccalaureate					28	48	84	200.0				
CCC - Kennedy-King College	Pre-Baccalaureate					73	38	35	(52.1)		1	2	
CCC - Malcolm X College	Pre-Baccalaureate					25	20	27	8.0	3			---
CCC - Olive-Harvey College	Pre-Baccalaureate					58	26	40	(31.0)				
CCC - Richard J. Daley College	Pre-Baccalaureate	6			---	219	178	301	37.4				
CCC - Wilbur Wright College	Pre-Baccalaureate					77	131	195	153.2			1	
College of DuPage	Pre-Baccalaureate	33	27	24	(27.3)	668	674	817	22.3				
College of Lake County	Pre-Baccalaureate	17	7	31	82.4	215	213	238	10.7				
Danville Area Community College	Pre-Baccalaureate	14	17	4	(71.4)	121	102	106	(12.4)	1	3	1	0.0
Elgin Community College	Pre-Baccalaureate					123	113	149	21.1		2		
Heartland Community College	Pre-Baccalaureate					44	57	70	59.1				
Highland Community College	Pre-Baccalaureate	3	5	1	(66.7)	24	46	45	87.5				
Illinois Central College	Pre-Baccalaureate	70	53	61	(12.9)	202	198	216	6.9				
Illinois Eastern - Frontier	Pre-Baccalaureate					22	27	22	0.0	3	8	5	66.7
Illinois Eastern - Lincoln Trail	Pre-Baccalaureate	10	5	12	20.0	97	74	66	(32.0)	1	3	2	100.0
Illinois Eastern - Olney Central	Pre-Baccalaureate	1			---	34	69	61	79.4		1	1	
Illinois Eastern - Wabash Valley	Pre-Baccalaureate	29	33	21	(27.6)	50	43	44	(12.0)				
Illinois Valley Community College	Pre-Baccalaureate	1		2	100.0	92	96	111	20.7				
John A. Logan College	Pre-Baccalaureate					93	63	51	(45.2)			2	
John Wood Community College	Pre-Baccalaureate	18	14	22	22.2	30	27	23	(23.3)				
Joliet Junior College	Pre-Baccalaureate	69	45	61	(11.6)	133	151	150	12.8	1	4	2	100.0
Kankakee Community College	Pre-Baccalaureate					77	56	54	(29.9)	3	7		---
Kaskaskia College	Pre-Baccalaureate	20	33	36	80.0	56	71	50	(10.7)	1	4	4	300.0
Kishwaukee College	Pre-Baccalaureate	52	49	73	40.4	24	43	67	179.2				
Lake Land College	Pre-Baccalaureate	73	87	90	23.3	280	301	298	6.4			6	
Lewis & Clark Community College	Pre-Baccalaureate	11	2	3	(72.7)	72	66	81	12.5	12	7	7	(41.7)
Lincoln Land Community College	Pre-Baccalaureate	20	11	15	(25.0)	153	166	153	0.0	5	4	3	(40.0)
McHenry County College	Pre-Baccalaureate	11	6	12	9.1	148	164	140	(5.4)				
Moraine Valley Community College	Pre-Baccalaureate					200	185	167	(16.5)	9	9	14	55.6
Morton College	Pre-Baccalaureate					93	81	87	(6.5)				
Oakton Community College	Pre-Baccalaureate					124	151	152	22.6				
Parkland College	Pre-Baccalaureate	18	15	17	(5.6)	129	132	132	2.3	2	5	11	450.0
Prairie State College	Pre-Baccalaureate					79	65	44	(44.3)	5	1	3	(40.0)
Rend Lake College	Pre-Baccalaureate	32	35	51	59.4	44	60	83	88.6				
Richland Community College	Pre-Baccalaureate	2	5	7	250.0	54	112	111	105.6				
Rock Valley College	Pre-Baccalaureate					121	92	105	(13.2)				
Sauk Valley Community College	Pre-Baccalaureate					50	65	66	32.0				
Shawnee Community College	Pre-Baccalaureate	1		1	0.0	19	15	4	(78.9)				
South Suburban Coll. of Cook Co.	Pre-Baccalaureate					163	235	161	(1.2)	4	1	2	(50.0)
Southeastern Illinois College	Pre-Baccalaureate	8	12	40	400.0	65	77	97	49.2				
Southwestern Illinois College	Pre-Baccalaureate	9	14	17	88.9	170	270	428	151.8		2	2	
Spoon River College	Pre-Baccalaureate	13	20	12	(7.7)	16	19	51	218.8		2		
Triton College	Pre-Baccalaureate	8	7	5	(37.5)	132	105	102	(22.7)	1		2	100.0
Waubonsee Community College	Pre-Baccalaureate					136	120	95	(30.1)				
William Rainey Harper College	Pre-Baccalaureate	28	20	16	(42.9)	302	220	258	(14.6)	50			---
All Community Colleges	Pre-Baccalaureate	709	634	734	3.5	5391	5514	6044	12.1	103	65	74	(28.2)

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

		Engineering				Health Sciences				Liberal Arts and Sciences			
Public Community College	Degree Level	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Black Hawk College	Pre-Baccalaureate	19	10	16	(15.8)	93	112	130	39.8	284	226	286	0.7
Carl Sandburg College	Pre-Baccalaureate	17	23	16	(5.9)	65	76	67	3.1	79	89	89	12.7
CCC - Harold Washington College	Pre-Baccalaureate	1			---	179	304	125	(30.2)	283	222	158	(44.2)
CCC - Harry S Truman College	Pre-Baccalaureate	5	2	1	(80.0)	70	135	231	230.0	115	83	76	(33.9)
CCC - Kennedy-King College	Pre-Baccalaureate					346	565	379	9.5	111	97	116	4.5
CCC - Malcolm X College	Pre-Baccalaureate					190	180	184	(3.2)	62	43	47	(24.2)
CCC - Olive-Harvey College	Pre-Baccalaureate	11	4	3	(72.7)	25	253	58	132.0	137	102	94	(31.4)
CCC - Richard J. Daley College	Pre-Baccalaureate	1	1	6	500.0	24	70	57	137.5	157	162	167	6.4
CCC - Wilbur Wright College	Pre-Baccalaureate	28	4	38	35.7	42	319	297	607.1	235	218	215	(8.5)
College of DuPage	Pre-Baccalaureate	52	50	53	1.9	421	529	578	37.3	870	861	750	(13.8)
College of Lake County	Pre-Baccalaureate	42	35	37	(11.9)	293	307	385	31.4	408	384	448	9.8
Danville Area Community College	Pre-Baccalaureate	16	10	10	(37.5)	28	40	38	35.7	77	86	109	41.6
Elgin Community College	Pre-Baccalaureate	26	24	115	342.3	214	235	286	33.6	285	302	332	16.5
Heartland Community College	Pre-Baccalaureate	4	4	11	175.0	25	38	38	52.0	260	270	345	32.7
Highland Community College	Pre-Baccalaureate	12	23	24	100.0	17	33	31	82.4	81	96	104	28.4
Illinois Central College	Pre-Baccalaureate	55	70	54	(1.8)	157	175	153	(2.5)	658	717	646	(1.8)
Illinois Eastern - Frontier	Pre-Baccalaureate	30	2	10	(66.7)	48	63	100	108.3	8	15	34	325.0
Illinois Eastern - Lincoln Trail	Pre-Baccalaureate	45	41	55	22.2	71	44	43	(39.4)	61	91	81	32.8
Illinois Eastern - Olney Central	Pre-Baccalaureate		1			45	183	154	242.2	17	66	96	464.7
Illinois Eastern - Wabash Valley	Pre-Baccalaureate	13	12	20	53.8	51	14	21	(58.8)	23	26	37	60.9
Illinois Valley Community College	Pre-Baccalaureate	19	27	24	26.3	163	155	171	4.9	217	208	177	(18.4)
John A. Logan College	Pre-Baccalaureate	17	28	69	305.9	137	154	185	35.0	148	153	128	(13.5)
John Wood Community College	Pre-Baccalaureate	7	5	2	(71.4)	98	120	139	41.8	70	80	85	21.4
Joliet Junior College	Pre-Baccalaureate	26	26	26	0.0	127	170	187	47.2	316	348	340	7.6
Kankakee Community College	Pre-Baccalaureate	22	14	19	(13.6)	112	122	82	(26.8)	99	113	83	(16.2)
Kaskaskia College	Pre-Baccalaureate	25	42	32	28.0	141	164	222	57.4	215	219	212	(1.4)
Kishwaukee College	Pre-Baccalaureate	15	25	19	26.7	122	127	161	32.0	99	105	114	15.2
Lake Land College	Pre-Baccalaureate	63	47	75	19.0	119	75	80	(32.8)	147	157	142	(3.4)
Lewis & Clark Community College	Pre-Baccalaureate	19	21	18	(5.3)	225	217	233	3.6	37	43	42	13.5
Lincoln Land Community College	Pre-Baccalaureate	26	18	14	(46.2)	245	306	449	83.3	229	245	239	4.4
McHenry County College	Pre-Baccalaureate	24	30	23	(4.2)	143	149	164	14.7	52	61	34	(34.6)
Moraine Valley Community College	Pre-Baccalaureate	44	46	45	2.3	143	154	185	29.4	421	440	380	(9.7)
Morton College	Pre-Baccalaureate	6	11	10	66.7	66	73	68	3.0	116	126	131	12.9
Oakton Community College	Pre-Baccalaureate	44	45	48	9.1	158	181	184	16.5	189	202	225	19.0
Parkland College	Pre-Baccalaureate	38	45	31	(18.4)	169	160	138	(18.3)	215	193	203	(5.6)
Prairie State College	Pre-Baccalaureate	14	11	3	(78.6)	88	75	76	(13.6)	197	171	141	(28.4)
Rend Lake College	Pre-Baccalaureate	29	36	49	69.0	108	129	142	31.5	118	130	154	30.5
Richland Community College	Pre-Baccalaureate	1	3	6	500.0	28	44	64	128.6	108	103	104	(3.7)
Rock Valley College	Pre-Baccalaureate	40	39	29	(27.5)	274	404	246	(10.2)	413	408	367	(11.1)
Sauk Valley Community College	Pre-Baccalaureate	22	21	18	(18.2)	75	88	94	25.3	68	79	52	(23.5)
Shawnee Community College	Pre-Baccalaureate	4	5	3	(25.0)	56	45	32	(42.9)	135	125	58	(57.0)
South Suburban Coll. of Cook Co.	Pre-Baccalaureate	24	30	35	45.8	184	323	482	162.0	108	105	100	(7.4)
Southeastern Illinois College	Pre-Baccalaureate	3	6		---	144	112	136	(5.6)	99	112	96	(3.0)
Southwestern Illinois College	Pre-Baccalaureate		1	15		266	242	411	54.5	408	392	466	14.2
Spoon River College	Pre-Baccalaureate	3	6	4	33.3	30	12	3	(90.0)	111	109	108	(2.7)
Triton College	Pre-Baccalaureate	51	57	47	(7.8)	369	305	250	(32.2)	181	175	207	14.4
Waubonsee Community College	Pre-Baccalaureate	19	20	21	10.5	194	227	207	6.7	97	90	113	16.5
William Rainey Harper College	Pre-Baccalaureate	38	29	17	(55.3)	202	171	145	(28.2)	507	652	629	24.1
All Community Colleges	Pre-Baccalaureate	1020	1010	1171	14.8	6590	8179	8291	25.8	9331	9500	9360	0.3

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Public Community College Graduates by Level and Broad Field of Study

Public Community College	Degree Level	Visual and Performing Arts 2000	Visual and Performing Arts 2001	Visual and Performing Arts 2002	Visual and Performing Arts 2-Year Percent Change	All Other 2000	All Other 2001	All Other 2002	All Other 2-Year Percent Change
Black Hawk College	Pre-Baccalaureate	4	1		---	152	161	256	68.4
Carl Sandburg College	Pre-Baccalaureate	3	1	2	(33.3)	169	162	186	10.1
CCC - Harold Washington College	Pre-Baccalaureate	1	1	1	0.0	681	2545	1213	78.1
CCC - Harry S Truman College	Pre-Baccalaureate					566	323	387	(31.6)
CCC - Kennedy-King College	Pre-Baccalaureate		1			307	211	256	(16.6)
CCC - Malcolm X College	Pre-Baccalaureate			3		84	88	112	33.3
CCC - Olive-Harvey College	Pre-Baccalaureate					154	105	88	(42.9)
CCC - Richard J. Daley College	Pre-Baccalaureate					161	81	122	(24.2)
CCC - Wilbur Wright College	Pre-Baccalaureate					87	67	72	(17.2)
College of DuPage	Pre-Baccalaureate	49	56	70	42.9	477	509	427	(10.5)
College of Lake County	Pre-Baccalaureate					210	241	319	51.9
Danville Area Community College	Pre-Baccalaureate					91	65	49	(46.2)
Elgin Community College	Pre-Baccalaureate	14	42	25	78.6	376	325	611	62.5
Heartland Community College	Pre-Baccalaureate					57	62	68	19.3
Highland Community College	Pre-Baccalaureate	2	5	8	300.0	119	105	92	(22.7)
Illinois Central College	Pre-Baccalaureate	25	28	24	(4.0)	310	323	296	(4.5)
Illinois Eastern - Frontier	Pre-Baccalaureate					78	44	50	(35.9)
Illinois Eastern - Lincoln Trail	Pre-Baccalaureate					175	151	158	(9.7)
Illinois Eastern - Olney Central	Pre-Baccalaureate	1			---	162	168	153	(5.6)
Illinois Eastern - Wabash Valley	Pre-Baccalaureate					156	138	128	(17.9)
Illinois Valley Community College	Pre-Baccalaureate					158	264	374	136.7
John A. Logan College	Pre-Baccalaureate					219	322	313	42.9
John Wood Community College	Pre-Baccalaureate					126	125	199	57.9
Joliet Junior College	Pre-Baccalaureate					206	197	180	(12.6)
Kankakee Community College	Pre-Baccalaureate	6	4	5	(16.7)	101	104	74	(26.7)
Kaskaskia College	Pre-Baccalaureate					116	267	322	177.6
Kishwaukee College	Pre-Baccalaureate		1			197	221	244	23.9
Lake Land College	Pre-Baccalaureate					590	634	653	10.7
Lewis & Clark Community College	Pre-Baccalaureate	5	1	5	0.0	412	385	326	(20.9)
Lincoln Land Community College	Pre-Baccalaureate	19	4	6	(68.4)	430	423	517	20.2
McHenry County College	Pre-Baccalaureate	4	4	7	75.0	284	284	296	4.2
Moraine Valley Community College	Pre-Baccalaureate	4	6	15	275.0	421	447	497	18.1
Morton College	Pre-Baccalaureate					31	65	77	148.4
Oakton Community College	Pre-Baccalaureate	5	5	12	140.0	100	90	107	7.0
Parkland College	Pre-Baccalaureate	10	9	9	(10.0)	237	256	281	18.6
Prairie State College	Pre-Baccalaureate	6	14	11	83.3	117	98	76	(35.0)
Rend Lake College	Pre-Baccalaureate			3		147	205	284	93.2
Richland Community College	Pre-Baccalaureate		5	2		126	158	185	46.8
Rock Valley College	Pre-Baccalaureate					238	228	215	(9.7)
Sauk Valley Community College	Pre-Baccalaureate		1	1		129	161	213	65.1
Shawnee Community College	Pre-Baccalaureate	1			---	51	50	19	(62.7)
South Suburban Coll. of Cook Co.	Pre-Baccalaureate	4	7	2	(50.0)	194	211	149	(23.2)
Southeastern Illinois College	Pre-Baccalaureate	4	3	7	75.0	364	402	415	14.0
Southwestern Illinois College	Pre-Baccalaureate					847	845	951	12.3
Spoon River College	Pre-Baccalaureate					77	62	101	31.2
Triton College	Pre-Baccalaureate	21	14	10	(52.4)	321	296	306	(4.7)
Waubonsee Community College	Pre-Baccalaureate		3	1		360	382	350	(2.8)
William Rainey Harper College	Pre-Baccalaureate	13	9	5	(61.5)	233	227	271	16.3
All Community Colleges	Pre-Baccalaureate	201	225	234	16.4	11404	13283	13038	14.3

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Agriculture				Business				Education			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
American Academy of Art	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
American Islamic College	Pre-Baccalaureate												
	Baccalaureate												
Argosy University - Chicago	Baccalaureate												
	Post-Baccalaureate												
Argosy University - Chicago Northwest	Baccalaureate												
	Post-Baccalaureate												
Augustana College	Baccalaureate					108	101	106	(1.9)	42	27	29	(31.0)
Aurora University	Baccalaureate					75	78	108	44.0	46	63	54	17.4
	Post-Baccalaureate					34	26	38	11.8	375	397	367	(2.1)
Barat College	Baccalaureate					37	20	22	(40.5)	26	21	20	(23.1)
	Post-Baccalaureate									14	10	14	0.0
Benedictine University	Pre-Baccalaureate							16					
	Baccalaureate					88	113	109	23.9	48	36	45	(6.3)
	Post-Baccalaureate					151	162	113	(25.2)	61	75	29	(52.5)
Blackburn College	Baccalaureate					36	35	23	(36.1)	32	30	21	(34.4)
Blessing-Rieman College of Nursing	Baccalaureate												
Bradley University	Baccalaureate					205	228	248	21.0	94	106	118	25.5
	Post-Baccalaureate					60	56	45	(25.0)	55	55	52	(5.5)
Brisk Rabbinical College	Baccalaureate												
	Post-Baccalaureate												
Chicago Baptist Institute	Pre-Baccalaureate												
	Baccalaureate												
Christian Life College	Pre-Baccalaureate												
	Baccalaureate												
Columbia College Chicago	Baccalaureate					93	109	110	18.3	3	4	11	266.7
	Post-Baccalaureate									48	60	54	12.5
Concordia University	Baccalaureate					65	52	86	32.3	91	87	86	(5.5)
	Post-Baccalaureate									181	200	155	(14.4)
DePaul University	Pre-Baccalaureate												
	Baccalaureate					655	608	657	0.3	115	98	91	(20.9)
	Post-Baccalaureate					928	1075	1033	11.3	576	466	409	(29.0)
DeVry University-Illinois	Pre-Baccalaureate												
	Baccalaureate					127	134	630	396.1				
	Post-Baccalaureate							618					
Dominican University	Pre-Baccalaureate												
	Baccalaureate					59	62	85	44.1				
	Post-Baccalaureate					90	85	75	(16.7)	67	77	109	62.7
East-West University	Pre-Baccalaureate					2	2		---				
	Baccalaureate					11	7	2	(81.8)				
Elmhurst College	Baccalaureate					224	232	187	(16.5)	107	106	107	0.0
	Post-Baccalaureate							3		11	8	5	(54.5)
Eureka College	Baccalaureate					26	27	30	15.4	17	20	24	41.2
Finch University of Health Sci/Chi. Med. Sch.	Baccalaureate												
	Post-Baccalaureate												

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Agriculture				Business				Education			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Greenville College	Baccalaureate					127	140	138	8.7	44	48	62	40.9
	Post-Baccalaureate												
Harrington College of Design	Pre-Baccalaureate												
	Baccalaureate												
Hebrew Theological College	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
Illinois Baptist College	Pre-Baccalaureate												
	Baccalaureate												
Illinois College	Baccalaureate					29	34	30	3.4	29	40	50	72.4
Illinois College of Optometry	Baccalaureate												
	Post-Baccalaureate												
Illinois Institute of Technology	Pre-Baccalaureate												
	Baccalaureate					3	2	1	(66.7)				
	Post-Baccalaureate	1	1	2	100.0	190	187	228	20.0		1		
Illinois Wesleyan University	Baccalaureate					116	106	109	(6.0)	42	32	29	(31.0)
International Acad. of Design & Tech.	Pre-Baccalaureate					16	15	21	31.3				
	Baccalaureate					36	26	56	55.6				
ITT Tech. Inst. - Burr Ridge	Pre-Baccalaureate							23					
ITT Tech. Inst. - Matteson	Pre-Baccalaureate							10					
ITT Tech. Inst. - Mount Prospect	Pre-Baccalaureate												
	Baccalaureate												
Judson College	Baccalaureate					128	145	146	14.1	26	28	22	(15.4)
Kendall College	Pre-Baccalaureate						1						
	Baccalaureate					17	23	35	105.9	5	10	6	20.0
Knox College	Baccalaureate									23	22	25	8.7
Lake Forest College	Baccalaureate					53	38	28	(47.2)				
	Post-Baccalaureate												
Lakeview College of Nursing	Baccalaureate												
Lewis University	Pre-Baccalaureate												
	Baccalaureate					181	199	203	12.2	26	34	37	42.3
	Post-Baccalaureate					116	101	92	(20.7)	60	69	73	21.7
Lexington College	Pre-Baccalaureate					10	16	11	10.0				
Lincoln Christian College	Pre-Baccalaureate					4	10	5	25.0				
	Baccalaureate					12	11	6	(50.0)				
	Post-Baccalaureate												
Lincoln College	Pre-Baccalaureate					14	15	11	(21.4)		6	5	
	Baccalaureate												
Loyola University of Chicago	Baccalaureate					269	275	294	9.3	66	46	58	(12.1)
	Post-Baccalaureate					510	444	406	(20.4)	219	195	288	31.5
MacMurray College	Pre-Baccalaureate												
	Baccalaureate					12	12	14	16.7	27	29	37	37.0
McKendree College	Baccalaureate					143	147	165	15.4	65	58	66	1.5
Midstate College	Pre-Baccalaureate					44	19	28	(36.4)				
	Baccalaureate						1	6					
Midwest College of Oriental Medicine	Baccalaureate												
	Post-Baccalaureate												

Source: IPEDS Degrees Conferred Survey

Goal I

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Agriculture				Business				Education			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Midwestern University	Baccalaureate												
	Post-Baccalaureate												
Millikin University	Baccalaureate					93	110	111	19.4	72	75	93	29.2
	Post-Baccalaureate						27	23					
Monmouth College	Baccalaureate					51	55	63	23.5	56	49	71	26.8
Moody Bible Institute	Pre-Baccalaureate												
	Baccalaureate										2	5	
	Post-Baccalaureate										1		
NAES College	Baccalaureate												
National University of Health Sciences	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
National-Louis University	Pre-Baccalaureate							10		15			---
	Baccalaureate					571	571	566	(0.9)	159	136	106	(33.3)
	Post-Baccalaureate					239	250	357	49.4	1515	1511	1627	7.4
North Central College	Baccalaureate					199	153	154	(22.6)	54	63	62	14.8
	Post-Baccalaureate					60	35	47	(21.7)	44	57	50	13.6
North Park University	Baccalaureate					84	98	83	(1.2)	26	33	20	(23.1)
	Post-Baccalaureate					64	78	50	(21.9)	25	31	97	288.0
Northwestern University	Pre-Baccalaureate					1	13	4	300.0				
	Baccalaureate					30	46	37	23.3	22	32	23	4.5
	Post-Baccalaureate					1223	1239	1457	19.1	61	114	102	67.2
Olivet Nazarene University	Pre-Baccalaureate												
	Baccalaureate					59	52	66	11.9	49	61	50	2.0
	Post-Baccalaureate					80	81	56	(30.0)	149	109	434	191.3
Principia College	Baccalaureate						12	18			4	1	
Quincy University	Pre-Baccalaureate												
	Baccalaureate					69	44	64	(7.2)	40	31	38	(5.0)
	Post-Baccalaureate					83	68	35	(57.8)	19	18	22	15.8
Robert Morris College	Pre-Baccalaureate					1735	2087	2287	31.8				
	Baccalaureate					516	582	664	28.7				
Rockford College	Baccalaureate					45	43	63	40.0	13	6	18	38.5
	Post-Baccalaureate					18	19	17	(5.6)	104	106	97	(6.7)
Roosevelt University	Pre-Baccalaureate												
	Baccalaureate					241	277	301	24.9	63	51	57	(9.5)
	Post-Baccalaureate					297	368	439	47.8	151	219	200	32.5
Rush University	Baccalaureate												
	Post-Baccalaureate												
Scholl Coll. of Podiatric Med.	Baccalaureate												
	Post-Baccalaureate												
School of the Art Inst. Chicago	Baccalaureate												
	Post-Baccalaureate									10	6	16	60.0
Shimer College	Baccalaureate												
St. Anthony College of Nursing	Baccalaureate												
St. Augustine College	Pre-Baccalaureate					60	72	68	13.3	33	31	44	33.3
	Baccalaureate												
St. Francis Medical Center College of Nursing	Baccalaureate												

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

		Agriculture				Business				Education			
Private, 4-Year Colleges and Universities	**Degree Level**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**
St. Johns College	Baccalaureate												
St. Sava Serb. Orth. Sch. Theo.	Baccalaureate												
St. Xavier University	Pre-Baccalaureate							1					
	Baccalaureate					95	88	105	10.5	106	94	130	22.6
	Post-Baccalaureate					47	61	82	74.5	390	473	599	53.6
Telshe Yeshiva	Baccalaureate												
	Post-Baccalaureate												
The Illinois Institute of Art-Chicago	Pre-Baccalaureate					2			---				
	Baccalaureate					17		17	0.0				
The Illinois Institute of Art-Schaumburg	Pre-Baccalaureate												
	Baccalaureate												
Trinity Christian College	Baccalaureate					29	44	44	51.7	52	40	47	(9.6)
Trinity College-Nursing	Pre-Baccalaureate												
	Baccalaureate												
Trinity International University	Baccalaureate					18	16	37	105.6	38	26	51	34.2
	Post-Baccalaureate												
University of Chicago	Baccalaureate												
	Post-Baccalaureate					1130	1131	1298	14.9	21	14	23	9.5
University of St. Francis	Baccalaureate					137	98	82	(40.1)	68	68	86	26.5
	Post-Baccalaureate					17	39	67	294.1	21	61	50	138.1
VanderCook College of Music	Baccalaureate									12	6	12	0.0
	Post-Baccalaureate									45	49	55	22.2
West Suburban College of Nursing	Baccalaureate												
Westwood College of Technology-DuPage	Pre-Baccalaureate												
Westwood College of Technology-River Oaks	Pre-Baccalaureate												
Wheaton College	Baccalaureate					45	37	53	17.8	39	48	56	43.6
	Post-Baccalaureate									7	5	10	42.9
All Private, 4-Year Colleges and Universities	Pre-Baccalaureate					1888	2250	2495	32.2	48	37	49	2.1
	Baccalaureate					5234	5291	6162	17.7	1843	1770	1924	4.4
	Post-Baccalaureate	1	1	2	100.0	5337	5532	6579	23.3	4229	4387	4937	16.7
	All Degree Levels	1	1	2	100.0	12459	13073	15236	22.3	6120	6194	6910	12.9

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Engineering				Health Sciences				Liberal Arts and Sciences			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
American Academy of Art	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
American Islamic College	Pre-Baccalaureate												
	Baccalaureate												
Argosy University - Chicago	Baccalaureate												
	Post-Baccalaureate					3	3	3	0.0				
Argosy University - Chicago Northwest	Baccalaureate												
	Post-Baccalaureate												
Augustana College	Baccalaureate					40	41	16	(60.0)				
Aurora University	Baccalaureate	2	1		---	39	45	32	(17.9)	1		1	0.0
	Post-Baccalaureate					1			---				
Barat College	Baccalaureate					4	3	7	75.0	2		3	50.0
	Post-Baccalaureate												
Benedictine University	Pre-Baccalaureate												
	Baccalaureate	5	1	3	(40.0)	34	34	45	32.4				
	Post-Baccalaureate					43	37	39	(9.3)	1			---
Blackburn College	Baccalaureate					1			---				
Blessing-Rieman College of Nursing	Baccalaureate					21	24	27	28.6				
Bradley University	Baccalaureate	167	167	189	13.2	75	77	95	26.7	9	3	2	(77.8)
	Post-Baccalaureate	70	70	49	(30.0)	8	13	11	37.5	4	6	4	0.0
Brisk Rabbinical College	Baccalaureate												
	Post-Baccalaureate												
Chicago Baptist Institute	Pre-Baccalaureate												
	Baccalaureate												
Christian Life College	Pre-Baccalaureate												
	Baccalaureate												
Columbia College Chicago	Baccalaureate					11	12	10	(9.1)	313	311	297	(5.1)
	Post-Baccalaureate					9	16	5	(44.4)				
Concordia University	Baccalaureate					33	27	35	6.1				
	Post-Baccalaureate												
DePaul University	Pre-Baccalaureate												
	Baccalaureate					4	7	10	150.0	332	409	317	(4.5)
	Post-Baccalaureate					48	56	21	(56.3)	8	4	3	(62.5)
DeVry University-Illinois	Pre-Baccalaureate	147	150	219	49.0								
	Baccalaureate	125	118	181	44.8								
	Post-Baccalaureate												
Dominican University	Pre-Baccalaureate												
	Baccalaureate									3	1	1	(66.7)
	Post-Baccalaureate												
East-West University	Pre-Baccalaureate	3	4	2	(33.3)					7	4	13	85.7
	Baccalaureate	3	3	1	(66.7)								
Elmhurst College	Baccalaureate					59	35	44	(25.4)	4	3	7	75.0
	Post-Baccalaureate												
Eureka College	Baccalaureate						1			2		1	(50.0)
Finch University of Health Sci/Chi. Med. Sch.	Baccalaureate					11	7	1	(90.9)				
	Post-Baccalaureate					269	306	320	19.0				

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

		Engineering				Health Sciences				Liberal Arts and Sciences			
Private, 4-Year Colleges and Universities	**Degree Level**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**
Greenville College	Baccalaureate									1	4	2	100.0
	Post-Baccalaureate												
Harrington College of Design	Pre-Baccalaureate												
	Baccalaureate												
Hebrew Theological College	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
Illinois Baptist College	Pre-Baccalaureate												
	Baccalaureate												
Illinois College	Baccalaureate					1	1	1	0.0				
Illinois College of Optometry	Baccalaureate					34	6	9	(73.5)				
	Post-Baccalaureate					149	159	157	5.4				
Illinois Institute of Technology	Pre-Baccalaureate												
	Baccalaureate	186	173	211	13.4								
	Post-Baccalaureate	195	195	209	7.2	26	9	15	(42.3)				
Illinois Wesleyan University	Baccalaureate					30	12	17	(43.3)	6	3	2	(66.7)
International Acad. of Design & Tech.	Pre-Baccalaureate												
	Baccalaureate												
ITT Tech. Inst. - Burr Ridge	Pre-Baccalaureate		48	49									
ITT Tech. Inst. - Matteson	Pre-Baccalaureate	75	70	59	(21.3)								
ITT Tech. Inst. - Mount Prospect	Pre-Baccalaureate	79	98	79	0.0								
	Baccalaureate	75	41	48	(36.0)								
Judson College	Baccalaureate												
Kendall College	Pre-Baccalaureate												
	Baccalaureate									2	2	6	200.0
Knox College	Baccalaureate									4	5	6	50.0
Lake Forest College	Baccalaureate												
	Post-Baccalaureate									1	7	4	300.0
Lakeview College of Nursing	Baccalaureate					27	20	13	(51.9)				
Lewis University	Pre-Baccalaureate												
	Baccalaureate					147	174	149	1.4	18	17	7	(61.1)
	Post-Baccalaureate					12	16	16	33.3				
Lexington College	Pre-Baccalaureate												
Lincoln Christian College	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
Lincoln College	Pre-Baccalaureate									246	226	263	6.9
	Baccalaureate											1	
Loyola University of Chicago	Baccalaureate					116	116	101	(12.9)	4	13	29	625.0
	Post-Baccalaureate					162	162	151	(6.8)				
MacMurray College	Pre-Baccalaureate							1					
	Baccalaureate					18	10	5	(72.2)				
McKendree College	Baccalaureate					90	99	88	(2.2)		2	1	
Midstate College	Pre-Baccalaureate					6	4	7	16.7				
	Baccalaureate												
Midwest College of Oriental Medicine	Baccalaureate												
	Post-Baccalaureate						31						

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Engineering				Health Sciences				Liberal Arts and Sciences			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Midwestern University	Baccalaureate					167	156	169	1.2				
	Post-Baccalaureate					306	334	362	18.3				
Millikin University	Baccalaureate					24	32	30	25.0				
	Post-Baccalaureate												
Monmouth College	Baccalaureate									10	4	2	(80.0)
Moody Bible Institute	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate												
NAES College	Baccalaureate												
National University of Health Sciences	Pre-Baccalaureate												
	Baccalaureate												
	Post-Baccalaureate					218	239	188	(13.8)				
National-Louis University	Pre-Baccalaureate												
	Baccalaureate					146	118	115	(21.2)		7		
	Post-Baccalaureate						4	3					
North Central College	Baccalaureate									10	5	5	(50.0)
	Post-Baccalaureate									5	7	11	120.0
North Park University	Baccalaureate					59	23	28	(52.5)				
	Post-Baccalaureate					29	35	40	37.9				
Northwestern University	Pre-Baccalaureate									3	4	5	66.7
	Baccalaureate	336	283	305	(9.2)	27	18	29	7.4	4	2	2	(50.0)
	Post-Baccalaureate	254	263	246	(3.1)	369	378	364	(1.4)	18	17	14	(22.2)
Olivet Nazarene University	Pre-Baccalaureate												
	Baccalaureate	6	8	9	50.0	65	60	61	(6.2)		2	1	
	Post-Baccalaureate												
Principia College	Baccalaureate										2	3	
Quincy University	Pre-Baccalaureate											1	
	Baccalaureate							1		7	6	8	14.3
	Post-Baccalaureate												
Robert Morris College	Pre-Baccalaureate					331	305	320	(3.3)				
	Baccalaureate												
Rockford College	Baccalaureate					17	23	15	(11.8)				
	Post-Baccalaureate												
Roosevelt University	Pre-Baccalaureate												
	Baccalaureate	6	5	4	(33.3)	1	1	1	0.0	51	46	48	(5.9)
	Post-Baccalaureate					11	5	14	27.3	7	8	1	(85.7)
Rush University	Baccalaureate					94	77	62	(34.0)				
	Post-Baccalaureate					263	259	274	4.2				
Scholl Coll. of Podiatric Med.	Baccalaureate												
	Post-Baccalaureate					82	88	61	(25.6)				
School of the Art Inst. Chicago	Baccalaureate												
	Post-Baccalaureate					27	11	12	(55.6)				
Shimer College	Baccalaureate									14	14	7	(50.0)
St. Anthony College of Nursing	Baccalaureate					33	30	28	(15.2)				
St. Augustine College	Pre-Baccalaureate					18	24	31	72.2	54	43	46	(14.8)
	Baccalaureate												
St. Francis Medical Center College of Nursing	Baccalaureate					52	63	57	9.6				

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Engineering				Health Sciences				Liberal Arts and Sciences			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
St. Johns College	Baccalaureate					47	27	26	(44.7)				
St. Sava Serb. Orth. Sch. Theo.	Baccalaureate												
St. Xavier University	Pre-Baccalaureate												
	Baccalaureate					124	113	127	2.4	23	32	36	56.5
	Post-Baccalaureate					42	36	57	35.7				
Telshe Yeshiva	Baccalaureate												
	Post-Baccalaureate												
The Illinois Institute of Art-Chicago	Pre-Baccalaureate												
	Baccalaureate												
The Illinois Institute of Art-Schaumburg	Pre-Baccalaureate												
	Baccalaureate												
Trinity Christian College	Baccalaureate					16	19	15	(6.3)				
Trinity College-Nursing	Pre-Baccalaureate					20	25	18	(10.0)				
	Baccalaureate					4	10	6	50.0				
Trinity International University	Baccalaureate					6	11	11	83.3	39	32	30	(23.1)
	Post-Baccalaureate												
University of Chicago	Baccalaureate									35	35	30	(14.3)
	Post-Baccalaureate					100	141	127	27.0	102	112	144	41.2
University of St. Francis	Baccalaureate					74	73	83	12.2		1	1	
	Post-Baccalaureate					332	297	267	(19.6)				
VanderCook College of Music	Baccalaureate												
	Post-Baccalaureate												
West Suburban College of Nursing	Baccalaureate					33	28	35	6.1				
Westwood College of Technology-DuPage	Pre-Baccalaureate												
Westwood College of Technology-River Oaks	Pre-Baccalaureate			17									
Wheaton College	Baccalaureate	4	10	4	0.0	8	7		---				
	Post-Baccalaureate												
All Private, 4-Year Colleges and Universities	Pre-Baccalaureate	304	370	425	39.8	375	358	377	0.5	310	277	328	5.8
	Baccalaureate	915	810	955	4.4	1792	1640	1604	(10.5)	894	961	856	(4.3)
	Post-Baccalaureate	519	528	504	(2.9)	2509	2635	2507	(0.1)	146	161	181	24.0
	All Degree Levels	1738	1708	1884	8.4	4676	4633	4488	(4.0)	1350	1399	1365	1.1

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

Private, 4-Year Colleges and Universities	Degree Level	Social Sciences				Visual and Performning Arts				All Other			
		2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
American Academy of Art	Pre-Baccalaureate					94	97	32	(66.0)				
	Baccalaureate					35	48	42	20.0				
	Post-Baccalaureate												
American Islamic College	Pre-Baccalaureate												
	Baccalaureate												
Argosy University - Chicago	Baccalaureate												
	Post-Baccalaureate									169	213	82	(51.5)
Argosy University - Chicago Northwest	Baccalaureate												
	Post-Baccalaureate										77	74	
Augustana College	Baccalaureate	73	46	47	(35.6)	14	18	20	42.9	248	263	275	10.9
Aurora University	Baccalaureate	17	20	14	(17.6)					128	150	178	39.1
	Post-Baccalaureate									155	132	147	(5.2)
Barat College	Baccalaureate	25	13	28	12.0	28	26	26	(7.1)	31	39	56	80.6
	Post-Baccalaureate												
Benedictine University	Pre-Baccalaureate												
	Baccalaureate	14	29	32	128.6		4	3		132	153	154	16.7
	Post-Baccalaureate									34	22	40	17.6
Blackburn College	Baccalaureate	6	6	6	0.0	4	9	4	0.0	35	36	32	(8.6)
Blessing-Rieman College of Nursing	Baccalaureate												
Bradley University	Baccalaureate	56	43	53	(5.4)	61	64	61	0.0	378	401	409	8.2
	Post-Baccalaureate					2	3	4	100.0	53	42	40	(24.5)
Brisk Rabbinical College	Baccalaureate										1		
	Post-Baccalaureate												
Chicago Baptist Institute	Pre-Baccalaureate												
	Baccalaureate											9	
Christian Life College	Pre-Baccalaureate									4	1	1	(75.0)
	Baccalaureate									5	12	13	160.0
Columbia College Chicago	Baccalaureate					450	475	511	13.6	289	305	282	(2.4)
	Post-Baccalaureate					43	38	38	(11.6)	24	20	22	(8.3)
Concordia University	Baccalaureate	7	8	11	57.1	8	6	2	(75.0)	74	51	51	(31.1)
	Post-Baccalaureate									24	21	22	(8.3)
DePaul University	Pre-Baccalaureate												
	Baccalaureate	202	235	196	(3.0)	116	158	119	2.6	692	715	744	7.5
	Post-Baccalaureate	35	45	29	(17.1)	36	37	35	(2.8)	713	694	775	8.7
DeVry University-Illinois	Pre-Baccalaureate												
	Baccalaureate									209	213	401	91.9
	Post-Baccalaureate												
Dominican University	Pre-Baccalaureate									4	2	3	(25.0)
	Baccalaureate	26	43	37	42.3	5	15	17	240.0	94	112	136	44.7
	Post-Baccalaureate									143	179	183	28.0
East-West University	Pre-Baccalaureate									6	5	1	(83.3)
	Baccalaureate									27	16	10	(63.0)
Elmhurst College	Baccalaureate	43	39	39	(9.3)	26	26	28	7.7	196	217	207	5.6
	Post-Baccalaureate									34	46	44	29.4
Eureka College	Baccalaureate	5	10	10	100.0	4	3	6	50.0	36	35	37	2.8
Finch University of Health Sci/Chi. Med. Sch.	Baccalaureate												
	Post-Baccalaureate									92	89	96	4.3

Source: IPEDS Degrees Conferred Survey

Goal 1

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

		Social Sciences				Visual and Performning Arts				All Other			
Private, 4-Year Colleges and Universities	**Degree Level**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**
Greenville College	Baccalaureate	13	11	9	(30.8)	11	15	17	54.5	83	64	74	(10.8)
	Post-Baccalaureate										5	12	
Harrington College of Design	Pre-Baccalaureate					78	75	123	57.7				
	Baccalaureate					41	41	52	26.8				
Hebrew Theological College	Pre-Baccalaureate												
	Baccalaureate									27	25	17	(37.0)
	Post-Baccalaureate									2			---
Illinois Baptist College	Pre-Baccalaureate											1	
	Baccalaureate											1	
Illinois College	Baccalaureate	14	21	33	135.7	4	2	3	(25.0)	75	68	58	(22.7)
Illinois College of Optometry	Baccalaureate												
	Post-Baccalaureate												
Illinois Institute of Technology	Pre-Baccalaureate												
	Baccalaureate					4	1	1	(75.0)	82	91	111	35.4
	Post-Baccalaureate					18	51	27	50.0	689	724	779	13.1
Illinois Wesleyan University	Baccalaureate	71	80	68	(4.2)	66	38	45	(31.8)	188	164	160	(14.9)
International Acad. of Design & Tech.	Pre-Baccalaureate					74	154	164	121.6				
	Baccalaureate					67	81	94	40.3				
ITT Tech. Inst. - Burr Ridge	Pre-Baccalaureate												
ITT Tech. Inst. - Matteson	Pre-Baccalaureate									34	23	24	(29.4)
ITT Tech. Inst. - Mount Prospect	Pre-Baccalaureate									39	42	34	(12.8)
	Baccalaureate												
Judson College	Baccalaureate	2	1		---	18	20	24	33.3	103	100	114	10.7
Kendall College	Pre-Baccalaureate									70	81	48	(31.4)
	Baccalaureate		2	6						12	15		---
Knox College	Baccalaureate	67	110	71	6.0	19	26	26	36.8	145	150	142	(2.1)
Lake Forest College	Baccalaureate	86	97	63	(26.7)	17	20	13	(23.5)	113	140	140	23.9
	Post-Baccalaureate												
Lakeview College of Nursing	Baccalaureate												
Lewis University	Pre-Baccalaureate									4	3	6	50.0
	Baccalaureate	8	28	19	137.5	8	9	13	62.5	231	264	296	28.1
	Post-Baccalaureate									54	67	89	64.8
Lexington College	Pre-Baccalaureate												
Lincoln Christian College	Pre-Baccalaureate									23	19	14	(39.1)
	Baccalaureate									84	70	86	2.4
	Post-Baccalaureate									50	37	51	2.0
Lincoln College	Pre-Baccalaureate									25	33	40	60.0
	Baccalaureate												
Loyola University of Chicago	Baccalaureate	188	186	201	6.9	50	46	59	18.0	715	636	666	(6.9)
	Post-Baccalaureate	36	41	49	36.1					880	791	775	(11.9)
MacMurray College	Pre-Baccalaureate									2	4	1	(50.0)
	Baccalaureate	2	6	10	400.0	4	3	3	(25.0)	60	61	48	(20.0)
McKendree College	Baccalaureate	53	51	41	(22.6)	4	4	7	75.0	152	144	160	5.3
Midstate College	Pre-Baccalaureate									10	6	14	40.0
	Baccalaureate												
Midwest College of Oriental Medicine	Baccalaureate												
	Post-Baccalaureate												

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

		Social Sciences				Visual and Performning Arts				All Other			
Private, 4-Year Colleges and Universities	Degree Level	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change	2000	2001	2002	2-Year Percent Change
Midwestern University	Baccalaureate												
	Post-Baccalaureate												
Millikin University	Baccalaureate	21	28	11	(47.6)	96	100	106	10.4	119	119	147	23.5
	Post-Baccalaureate												
Monmouth College	Baccalaureate	18	18	22	22.2	6	10	8	33.3	77	56	68	(11.7)
Moody Bible Institute	Pre-Baccalaureate									2			---
	Baccalaureate									295	294	315	6.8
	Post-Baccalaureate									27	24	44	63.0
NAES College	Baccalaureate											5	
National University of Health Sciences	Pre-Baccalaureate										14	77	
	Baccalaureate									156	150	142	(9.0)
	Post-Baccalaureate												
National-Louis University	Pre-Baccalaureate												
	Baccalaureate	1	4	1	0.0		2	2		309	336	271	(12.3)
	Post-Baccalaureate									154	120	174	13.0
North Central College	Baccalaureate	46	52	50	8.7	17	22	11	(35.3)	207	220	199	(3.9)
	Post-Baccalaureate									8	3	3	(62.5)
North Park University	Baccalaureate	24	16	24	0.0	9	9	20	122.2	139	132	123	(11.5)
	Post-Baccalaureate									14	20	29	107.1
Northwestern University	Pre-Baccalaureate									1	4	6	500.0
	Baccalaureate	409	440	425	3.9	214	208	200	(6.5)	965	972	957	(0.8)
	Post-Baccalaureate	81	85	98	21.0	95	142	138	45.3	825	878	935	13.3
Olivet Nazarene University	Pre-Baccalaureate												
	Baccalaureate	10	18	39	290.0	12	8	18	50.0	147	149	158	7.5
	Post-Baccalaureate									21	11	17	(19.0)
Principia College	Baccalaureate		22	22			18	27			63	53	
Quincy University	Pre-Baccalaureate												
	Baccalaureate	7	8	14	100.0	4	6	9	125.0	121	94	83	(31.4)
	Post-Baccalaureate												
Robert Morris College	Pre-Baccalaureate					254	297	336	32.3	235	211	243	3.4
	Baccalaureate					10	19	33	230.0			73	
Rockford College	Baccalaureate	30	21	21	(30.0)	15	10	11	(26.7)	118	113	137	16.1
	Post-Baccalaureate												
Roosevelt University	Pre-Baccalaureate												
	Baccalaureate	104	97	91	(12.5)	40	52	65	62.5	257	279	324	26.1
	Post-Baccalaureate	17	14	16	(5.9)	40	50	51	27.5	200	189	178	(11.0)
Rush University	Baccalaureate												
	Post-Baccalaureate									8	9	8	0.0
Scholl Coll. of Podiatric Med.	Baccalaureate									20	11	13	(35.0)
	Post-Baccalaureate												
School of the Art Inst. Chicago	Baccalaureate					253	298	360	42.3	7	4	5	(28.6)
	Post-Baccalaureate					143	157	173	21.0	35	25	24	(31.4)
Shimer College	Baccalaureate	2	2	8	300.0					4		1	(75.0)
St. Anthony College of Nursing	Baccalaureate												
St. Augustine College	Pre-Baccalaureate												
	Baccalaureate									5	14	19	280.0
St. Francis Medical Center College of Nursing	Baccalaureate												

Source: IPEDS Degrees Conferred Survey

Annual Number of Illinois Private 4-Year College and University Graduates by Level and Broad Field of Study

		Social Sciences				Visual and Performning Arts				All Other			
Private, 4-Year Colleges and Universities	**Degree Level**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**	**2000**	**2001**	**2002**	**2-Year Percent Change**
St. Johns College	Baccalaureate												
St. Sava Serb. Orth. Sch. Theo.	Baccalaureate									6	8	7	16.7
St. Xavier University	Pre-Baccalaureate												
	Baccalaureate	23	26	19	(17.4)	6	9	14	133.3	109	104	144	32.1
	Post-Baccalaureate									12	19	13	8.3
Telshe Yeshiva	Baccalaureate									2	3	6	200.0
	Post-Baccalaureate											1	
The Illinois Institute of Art-Chicago	Pre-Baccalaureate					23		57	147.8	5		32	540.0
	Baccalaureate					61		128	109.8				
The Illinois Institute of Art-Schaumburg	Pre-Baccalaureate					38	24	33	(13.2)				
	Baccalaureate					66	107	145	119.7				
Trinity Christian College	Baccalaureate	11	10	8	(27.3)	4	5	5	25.0	37	35	42	13.5
Trinity College-Nursing	Pre-Baccalaureate												
	Baccalaureate												
Trinity International University	Baccalaureate	9	3	6	(33.3)	3	3	3	0.0	45	46	73	62.2
	Post-Baccalaureate									304	265	290	(4.6)
University of Chicago	Baccalaureate	383	429	417	8.9	28	34	35	25.0	510	491	466	(8.6)
	Post-Baccalaureate	391	360	354	(9.5)	39	35	31	(20.5)	1021	966	990	(3.0)
University of St. Francis	Baccalaureate	15	9	9	(40.0)	2	4	2	0.0	748	683	644	(13.9)
	Post-Baccalaureate												
VanderCook College of Music	Baccalaureate												
	Post-Baccalaureate												
West Suburban College of Nursing	Baccalaureate												
Westwood College of Technology-DuPage	Pre-Baccalaureate												
Westwood College of Technology-River Oaks	Pre-Baccalaureate							9				11	
Wheaton College	Baccalaureate	87	80	106	21.8	38	38	43	13.2	351	364	347	(1.1)
	Post-Baccalaureate	2	5	4	100.0					134	159	183	36.6
All Private, 4-Year Colleges and Universities	Pre-Baccalaureate					561	647	754	34.4	464	448	556	19.8
	Baccalaureate	2178	2368	2287	5.0	1948	2120	2441	25.3	9398	9451	9889	5.2
	Post-Baccalaureate	562	550	550	(2.1)	416	513	497	19.5	5879	5847	6120	4.1
	All Degree Levels	2740	2918	2837	3.5	2925	3280	3692	26.2	15741	15746	16565	5.2

Source: IPEDS Degrees Conferred Survey

Goal 1

Public University Baccalaureate Degree Recipients Either Employed or Enrolled in Further Education Within One Year of Graduation

Graduation Year	Public University	Employed	Enrolled	Total	Total Respondents	Percent Employed or Enrolled
2000	Chicago State University	1,237	88	1,325	1,396	94.91 %
2000	Eastern Illinois University	839	67	906	950	95.37
2000	Governors State University	288	13	301	322	93.48
2000	Illinois State University	166	7	173	189	91.53
2000	Northeastern Illinois University	243	13	256	278	92.09
2000	Northern Illinois University	760	25	785	890	88.20
2000	S I U - Carbondale	522	14	536	569	94.20
2000	S I U - Edwardsville	515	46	561	587	95.57
2000	U of I - Chicago	606	39	645	674	95.70
2000	U of I - Springfield	239	8	247	261	94.64
2000	U of I - Urbana/Champaign	2,218	274	2,492	2,560	97.34
2000	Western Illinois University	892	55	947	1,003	94.42
	Total	**8,525**	**649**	**9,174**	**9,679**	**94.78** %

Source: 2001 IBHE Baccalaureate Follow-Up Survey

Goal 1

Occupational Follow-Up Summary by College for Selected Programs, Community Colleges

Percent of Degree/Certificate Recipients Either Employed or Enrolled
In Further Education within One Year of Graduation by College

District/College	2000 Percent Employed/Enrolled in Further Education	2001 Percent Employed/Enrolled in Further Education	2002 Percent Employed/Enrolled in Further Education	Based on 2000-2002 3 Yr Average* Percent Employed/Enrolled in Further Education	2-Year Difference Percent Employed/Enrolled in Further Education
Black Hawk	96.7%	93.3%	95.7%	95.6%	-1.0%
Chicago	(92.7%)	(86.9%)	(86.2%)	(88.8%)	(-6.5%)
Daley	83.3%	88.5%	81.5%	85.7%	-1.9%
Kennedy-King	91.7%	76.5%	67.7%	77.8%	-23.9%
Malcolm X	95.0%	100.0%	90.6%	92.9%	-4.4%
Olive-Harvey	85.0%	87.5%	100.0%	89.6%	15.0%
Truman	97.2%	93.3%	87.5%	94.0%	-9.7%
Washington	91.3%	92.9%	88.4%	90.5%	-2.9%
Wright	100.0%	72.7%	90.5%	90.1%	-9.5%
Danville	91.7%	86.4%	80.0%	86.9%	-11.7%
DuPage	94.2%	87.2%	95.9%	92.7%	1.7%
Elgin	98.4%	83.9%	95.4%	94.3%	-3.0%
Harper	88.9%	92.7%	98.1%	93.7%	9.2%
Heartland	100.0%	100.0%	100.0%	100.0%	0.0%
Highland	100.0%	100.0%	96.4%	97.6%	-3.6%
Illinois Central	93.3%	100.0%	95.2%	96.3%	1.8%
Illinois Eastern	(93.1%)	(94.9%)	(89.3%)	(92.9%)	(-3.8%)
Frontier	66.7%	100.0%	83.3%	81.5%	16.7%
Lincoln Trail	100.0%	92.1%	90.0%	92.3%	-10.0%
Olney Central	100.0%	100.0%	93.5%	96.1%	-6.5%
Wabash Valley	94.3%	100.0%	87.5%	93.5%	-6.8%
Illinois Valley	94.1%	93.3%	82.8%	88.5%	-11.4%
Joliet	96.6%	95.8%	87.5%	92.5%	-9.1%
Kankakee	91.3%	93.5%	92.1%	92.4%	0.8%
Kaskaskia	87.9%	100.0%	89.6%	91.2%	1.7%
Kishwaukee	100.0%	100.0%	87.1%	92.0%	-12.9%
Lake County	100.0%	91.5%	85.2%	89.9%	-14.8%
Lake Land	90.9%	90.6%	82.2%	86.9%	-8.7%
Lewis & Clark	100.0%	92.6%	80.3%	88.6%	-19.7%
Lincoln Land	91.2%	90.5%	95.5%	92.2%	4.3%
Logan	92.9%	94.4%	90.0%	92.6%	-2.9%
McHenry	94.7%	94.4%	94.4%	94.4%	-0.4%
Moraine Valley	96.2%	95.0%	94.4%	95.0%	-1.7%
Morton	82.1%	88.9%	92.0%	87.3%	9.9%
Oakton	89.5%	91.9%	93.3%	91.3%	3.9%
Parkland	89.7%	86.7%	93.2%	89.8%	3.6%
Prairie State	100.0%	77.1%	92.9%	88.6%	-7.1%
Rend Lake	94.7%	91.7%	85.7%	91.1%	-9.0%
Richland	100.0%	94.4%	100.0%	98.6%	0.0%
Rock Valley	100.0%	100.0%	88.6%	95.5%	-11.4%
Sandburg	100.0%	100.0%	94.9%	96.7%	-5.1%
Sauk Valley	100.0%	95.0%	91.2%	93.9%	-8.8%
Shawnee	100.0%	100.0%	100.0%	100.0%	0.0%
South Suburban	92.3%	91.3%	96.7%	94.6%	4.4%
Southeastern	90.9%	100.0%	86.4%	91.7%	-4.5%
Southwestern (Belleville)	94.7%	97.5%	87.8%	93.4%	-6.9%
Spoon River	80.0%	83.3%	100.0%	85.0%	20.0%
Triton	95.8%	85.4%	95.0%	92.6%	-0.8%
Waubonsee	93.1%	96.6%	94.3%	94.3%	1.2%
Wood	87.5%	90.0%	92.3%	89.7%	4.8%
STATEWIDE AVERAGE	93.4%	92.1%	91.3%	92.1%	-2.0%

* Weighted Average
Designated Programs

Source: Occupational Follow-up Study

Goal 1

Percent of Degree/Certificate Recipients Either Employed or Enrolled In Further Education within One Year of Graduation by College

Private Four-Year Colleges and Universities	Percent Employed or Enrolled within 1 Year of Graduation*
Blackburn College	93%
Columbia College	88%
DePaul University	91%
Dominican University	88%
Elmhurst College	92%
Illinois College	90%
McKendree College	94%
Monmouth College	99%
North Central College	92%
Robert Morris College	96%
Saint Francis Medical Center College of Nursing	96%
Springfield College in Illinois	86%
West Suburban College of Nursing	95%

* Data represents various years and methodologies for data collection.

Source: FY2003 Institutional Results Report Submissions to the IBHE

Goal 2

Annual Number of Public University Students Completing Requirements for Initial Teacher Certification

Public Universities	Early Childhood			Elementary			Secondary			Special Education			K-12			TOTAL		
	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
Chicago State University	22	27	20	91	85	84	73	51	54	35	35	34	-	-	-	221	198	192
Eastern Illinois University	58	41	29	319	264	261	789	652	622	107	114	83	-	-	-	1,273	1,071	995
Governors State University	35	36	35	116	128	110	20	21	15	59	45	52	-	-	-	230	230	212
Illinois State University	65	62	59	434	470	537	321	304	319	272	306	280	-	-	-	1,092	1,142	1,195
Northeastern Illinois University	25	28	50	146	184	191	91	127	104	137	109	92	-	-	-	399	448	437
Northern Illinois University	35	28	33	247	255	324	216	287	302	123	199	139	-	-	-	621	769	798
SIU - Carbondale	44	31	54	141	119	117	163	113	116	58	97	80	-	-	-	406	360	367
SIU - Edwardsville	25	33	37	158	188	153	118	126	125	65	60	52	-	-	-	366	407	367
U of I - Chicago	4	9	5	138	145	145	117	124	121	39	24	28	-	-	-	298	302	299
U of I - Springfield	-	-	-	63	45	32	24	13	26	-	-	-	-	-	-	87	58	58
U of I - Urbana/Champaign	28	26	31	114	145	146	142	161	166	13	22	20	114	95	107	411	449	470
Western Illinois University	31	25	21	182	188	190	73	63	73	60	66	69	39	44	42	385	386	395
All Public Universities	**372**	**346**	**374**	**2,149**	**2,216**	**2,290**	**2,147**	**2,042**	**2,043**	**968**	**1,077**	**929**	**153**	**139**	**149**	**5,789**	**5,820**	**5,785**

Source: 2003 Institutional Results Report Submissions

Goal 4

Completions by Race and Gender at Illinois Public Universities

Pre-Baccalaureate

Public University	Demographics		2000	2001	2002		2-Year Percent Change
S I U - Carbondale	Race/Ethnicity	Black	7	6	1		-85.7
		Hispanic	4	1	2		-50.0
		White	188	104	62		-67.0
		All Other	15	9	5		-66.7
	Gender	Male	142	80	46		-67.6
		Female	72	40	24		-66.7
U of I - Urbana/Champaign	Race/Ethnicity	Black	0	0	0		---
		Hispanic	0	0	1		---
		White	16	8	10		-37.5
		All Other	2	2	1		-50.0
	Gender	Male	12	10	11		-8.3
		Female	6	0	1		-83.3

Baccalaureate

Public University	Demographics		2000	2001	2002		2-Year Percent Change
Chicago State University	Race/Ethnicity	Black	757	705	646		-14.7
		Hispanic	37	29	37		0.0
		White	36	38	38		5.6
		All Other	14	15	16		14.3
	Gender	Male	207	207	207		0.0
		Female	637	580	530		-16.8
Eastern Illinois University	Race/Ethnicity	Black	111	95	125		12.6
		Hispanic	32	67	33		3.1
		White	2112	1966	1992		-5.7
		All Other	29	47	57		96.6
	Gender	Male	910	818	865		-4.9
		Female	1374	1357	1342		-2.3
Governors State University	Race/Ethnicity	Black	216	208	241		11.6
		Hispanic	23	46	29		26.1
		White	553	525	484		-12.5
		All Other	58	69	55		-5.2
	Gender	Male	283	260	265		-6.4
		Female	567	588	544		-4.1
Illinois State University	Race/Ethnicity	Black	246	250	243		-1.2
		Hispanic	79	84	80		1.3
		White	3648	3618	3756		3.0
		All Other	97	89	100		3.1
	Gender	Male	1658	1677	1695		2.2
		Female	2412	2364	2484		3.0
Northeastern Illinois University	Race/Ethnicity	Black	116	104	128		10.3
		Hispanic	210	195	243		15.7
		White	588	620	631		7.3
		All Other	125	160	158		26.4
	Gender	Male	377	359	442		17.2
		Female	662	720	718		8.5
Northern Illinois University	Race/Ethnicity	Black	215	225	254		18.1
		Hispanic	155	178	187		20.6
		White	2557	2675	2676		4.7
		All Other	350	338	371		6.0
	Gender	Male	1438	1473	1517		5.5
		Female	1839	1943	1971		7.2
S I U - Carbondale	Race/Ethnicity	Black	608	613	614		1.0
		Hispanic	104	139	138		32.7
		White	3277	3314	3151		-3.8
		All Other	440	543	773		75.7
	Gender	Male	2555	2769	2751		7.7
		Female	1874	1840	1925		2.7

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Universities

Public University	Demographics		2000	2001	2002		2-Year Percent Change
S I U - Edwardsville	Race/Ethnicity	Black	156	147	165		5.8
		Hispanic	20	24	18		-10.0
		White	1298	1527	1535		18.3
		All Other	65	58	47		-27.7
	Gender	Male	606	644	691		14.0
		Female	933	1112	1074		15.1
U of I - Chicago	Race/Ethnicity	Black	249	256	253		1.6
		Hispanic	438	438	495		13.0
		White	1407	1610	1560		10.9
		All Other	834	870	874		4.8
	Gender	Male	1310	1367	1391		6.2
		Female	1618	1807	1791		10.7
U of I - Springfield	Race/Ethnicity	Black	45	42	47		4.4
		Hispanic	10	6	7		-30.0
		White	575	529	546		-5.0
		All Other	16	20	13		-18.8
	Gender	Male	236	227	214		-9.3
		Female	410	370	399		-2.7
U of I - Urbana/Champaign	Race/Ethnicity	Black	329	375	393		19.5
		Hispanic	241	293	317		31.5
		White	4463	4497	4881		9.4
		All Other	1337	1085	1129		-15.6
	Gender	Male	3265	3230	3343		2.4
		Female	3105	3020	3377		8.8
Western Illinois University	Race/Ethnicity	Black	129	116	108		-16.3
		Hispanic	54	66	60		11.1
		White	1889	1861	1987		5.2
		All Other	121	121	130		7.4
	Gender	Male	1005	1043	1048		4.3
		Female	1188	1121	1237		4.1

Post-Baccalaureate

Public University	Demographics		2000	2001	2002		2-Year Percent Change
Chicago State University	Race/Ethnicity	Black	159	201	176		10.7
		Hispanic	8	24	35		337.5
		White	65	90	120		84.6
		All Other	27	10	9		-66.7
	Gender	Male	71	110	102		43.7
		Female	188	215	238		26.6
Eastern Illinois University	Race/Ethnicity	Black	29	26	34		17.2
		Hispanic	2	2	5		150.0
		White	504	468	415		-17.7
		All Other	34	33	39		14.7
	Gender	Male	198	208	191		-3.5
		Female	371	321	302		-18.6
Governors State University	Race/Ethnicity	Black	158	217	171		8.2
		Hispanic	15	39	19		26.7
		White	374	411	343		-8.3
		All Other	40	46	59		47.5
	Gender	Male	160	177	169		5.6
		Female	427	536	423		-0.9
Illinois State University	Race/Ethnicity	Black	34	32	29		-14.7
		Hispanic	6	12	19		216.7
		White	583	571	551		-5.5
		All Other	89	92	104		16.9
	Gender	Male	280	277	250		-10.7
		Female	432	430	453		4.9

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Universities

Public University	Demographics		2000	2001	2002		2-Year Percent Change
Northeastern Illinois University	Race/Ethnicity	Black	48	47	55		14.6
		Hispanic	40	37	41		2.5
		White	398	377	351		-11.8
		All Other	60	57	50		-16.7
	Gender	Male	169	141	143		-15.4
		Female	377	377	354		-6.1
Northern Illinois University	Race/Ethnicity	Black	71	71	72		1.4
		Hispanic	37	59	49		32.4
		White	1081	1083	1251		15.7
		All Other	257	249	232		-9.7
	Gender	Male	570	607	618		8.4
		Female	876	855	986		12.6
S I U - Carbondale	Race/Ethnicity	Black	71	83	88		23.9
		Hispanic	8	13	11		37.5
		White	778	682	743		-4.5
		All Other	267	334	270		1.1
	Gender	Male	553	566	524		-5.2
		Female	571	546	588		3.0
S I U - Edwardsville	Race/Ethnicity	Black	45	30	42		-6.7
		Hispanic	4	7	12		200.0
		White	590	601	561		-4.9
		All Other	79	106	131		65.8
	Gender	Male	289	306	299		3.5
		Female	429	438	447		4.2
U of I - Chicago	Race/Ethnicity	Black	164	169	179		9.1
		Hispanic	131	128	150		14.5
		White	1115	1105	1070		-4.0
		All Other	927	976	987		6.5
	Gender	Male	1040	1012	1042		0.2
		Female	1297	1366	1344		3.6
U of I - Springfield	Race/Ethnicity	Black	17	33	26		52.9
		Hispanic	2	2	7		250.0
		White	258	288	291		12.8
		All Other	37	27	35		-5.4
	Gender	Male	117	108	153		30.8
		Female	197	242	206		4.6
U of I - Urbana/Champaign	Race/Ethnicity	Black	122	133	129		5.7
		Hispanic	80	85	106		32.5
		White	1693	1654	1734		2.4
		All Other	1278	1245	1402		9.7
	Gender	Male	1710	1669	1797		5.1
		Female	1463	1448	1574		7.6
Western Illinois University	Race/Ethnicity	Black	15	22	19		26.7
		Hispanic	6	7	10		66.7
		White	463	494	486		5.0
		All Other	145	150	131		-9.7
	Gender	Male	231	235	254		10.0
		Female	398	438	392		-1.5

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Pre-Baccalaureate							
Public Community College	**Demographics**		**2000**	**2001**	**2002**		**2-Year Percent Change**
Black Hawk College	Race/Ethnicity	Black	61	55	113		85.2
		Hispanic	42	26	63		50.0
		White	674	589	666		-1.2
		All Other	9	13	6		-33.3
	Gender	Male	324	282	390		20.4
		Female	462	401	458		-0.9
Carl Sandburg College	Race/Ethnicity	Black	36	61	58		61.1
		Hispanic	13	21	20		53.8
		White	374	386	382		2.1
		All Other	7	2	6		-14.3
	Gender	Male	189	225	226		19.6
		Female	241	245	240		-0.4
CCC - Harold Washington College	Race/Ethnicity	Black	456	1216	547		20.0
		Hispanic	305	441	313		2.6
		White	242	596	210		-13.2
		All Other	196	889	472		140.8
	Gender	Male	557	2213	853		53.1
		Female	642	929	689		7.3
CCC - Harry S Truman College	Race/Ethnicity	Black	297	220	207		-30.3
		Hispanic	180	133	179		-0.6
		White	194	132	221		13.9
		All Other	112	106	172		53.6
	Gender	Male	269	170	266		-1.1
		Female	514	421	513		-0.2
CCC - Kennedy-King College	Race/Ethnicity	Black	728	817	705		-3.2
		Hispanic	48	44	43		-10.4
		White	43	33	31		-27.9
		All Other	17	19	9		-47.1
	Gender	Male	246	189	185		-24.8
		Female	590	724	603		2.2
CCC - Malcolm X College	Race/Ethnicity	Black	235	199	258		9.8
		Hispanic	37	38	44		18.9
		White	58	68	48		-17.2
		All Other	33	26	20		-39.4
	Gender	Male	120	124	110		-8.3
		Female	243	207	260		7.0
CCC - Olive-Harvey College	Race/Ethnicity	Black	348	431	249		-28.4
		Hispanic	30	44	30		0.0
		White	2	8	1		-50.0
		All Other	5	7	3		-40.0
	Gender	Male	78	93	59		-24.4
		Female	307	397	224		-27.0
CCC - Richard J. Daley College	Race/Ethnicity	Black	125	139	157		25.6
		Hispanic	275	206	317		15.3
		White	146	136	153		4.8
		All Other	13	11	29		123.1
	Gender	Male	189	157	212		12.2
		Female	370	335	444		20.0
CCC - Wilbur Wright College	Race/Ethnicity	Black	36	112	119		230.6
		Hispanic	150	290	329		119.3
		White	229	282	304		32.8
		All Other	54	55	66		22.2
	Gender	Male	169	263	255		50.9
		Female	300	476	563		87.7
College of DuPage	Race/Ethnicity	Black	78	106	94		20.5
		Hispanic	103	131	143		38.8
		White	2110	2122	2150		1.9
		All Other	279	347	332		19.0
	Gender	Male	1005	917	976		-2.9
		Female	1565	1789	1743		11.4

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002		2-Year Percent Change
College of Lake County	Race/Ethnicity	Black	118	125	180		52.5
		Hispanic	120	123	186		55.0
		White	868	858	992		14.3
		All Other	79	81	100		26.6
	Gender	Male	408	430	598		46.6
		Female	777	757	860		10.7
Danville Area Community College	Race/Ethnicity	Black	12	12	11		-8.3
		Hispanic	0	5	5		---
		White	332	306	299		-9.9
		All Other	4	0	2		-50.0
	Gender	Male	112	119	102		-8.9
		Female	236	204	215		-8.9
Elgin Community College	Race/Ethnicity	Black	34	40	46		35.3
		Hispanic	81	97	170		109.9
		White	875	853	1191		36.1
		All Other	48	53	111		131.3
	Gender	Male	405	398	702		73.3
		Female	633	645	816		28.9
Heartland Community College	Race/Ethnicity	Black	25	34	38		52.0
		Hispanic	4	14	9		125.0
		White	353	373	476		34.8
		All Other	8	10	9		12.5
	Gender	Male	156	158	213		36.5
		Female	234	273	319		36.3
Highland Community College	Race/Ethnicity	Black	12	25	19		58.3
		Hispanic	1	2	1		0.0
		White	241	285	280		16.2
		All Other	4	1	5		25.0
	Gender	Male	110	123	120		9.1
		Female	148	190	185		25.0
Illinois Central College	Race/Ethnicity	Black	176	165	181		2.8
		Hispanic	47	30	34		-27.7
		White	1226	1352	1215		-0.9
		All Other	28	17	20		-28.6
	Gender	Male	684	712	671		-1.9
		Female	793	852	779		-1.8
Illinois Eastern - Frontier	Race/Ethnicity	Black	2	0	1		-50.0
		Hispanic	0	0	0		---
		White	186	159	220		18.3
		All Other	1	0	0		-100.0
	Gender	Male	52	37	58		11.5
		Female	137	122	163		19.0
Illinois Eastern - Lincoln Trail	Race/Ethnicity	Black	109	92	89		-18.3
		Hispanic	13	24	21		61.5
		White	335	285	305		-9.0
		All Other	3	8	2		-33.3
	Gender	Male	300	277	309		3.0
		Female	160	132	108		-32.5
Illinois Eastern - Olney Central	Race/Ethnicity	Black	3	4	5		66.7
		Hispanic	0	2	0		---
		White	256	474	454		77.3
		All Other	1	8	6		500.0
	Gender	Male	97	150	161		66.0
		Female	163	338	304		86.5
Illinois Eastern - Wabash Valley	Race/Ethnicity	Black	3	4	4		33.3
		Hispanic	1	2	1		0.0
		White	313	252	258		-17.6
		All Other	5	8	8		60.0
	Gender	Male	120	121	129		7.5
		Female	202	145	142		-29.7

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002		2-Year Percent Change
Illinois Valley Community College	Race/Ethnicity	Black	25	30	24		-4.0
		Hispanic	26	28	24		-7.7
		White	591	676	796		34.7
		All Other	8	16	15		87.5
	Gender	Male	230	337	410		78.3
		Female	420	413	449		6.9
John A. Logan College	Race/Ethnicity	Black	35	44	32		-8.6
		Hispanic	8	14	9		12.5
		White	561	651	696		24.1
		All Other	10	11	11		10.0
	Gender	Male	189	314	311		64.6
		Female	425	406	437		2.8
John Wood Community College	Race/Ethnicity	Black	9	11	18		100.0
		Hispanic	1	0	6		500.0
		White	336	358	440		31.0
		All Other	3	2	6		100.0
	Gender	Male	126	139	179		42.1
		Female	223	232	291		30.5
Joliet Junior College	Race/Ethnicity	Black	40	36	39		-2.5
		Hispanic	35	52	41		17.1
		White	794	831	849		6.9
		All Other	9	22	17		88.9
	Gender	Male	318	349	349		9.7
		Female	560	592	597		6.6
Kankakee Community College	Race/Ethnicity	Black	37	36	29		-21.6
		Hispanic	9	9	9		0.0
		White	371	373	279		-24.8
		All Other	3	2	0		-100.0
	Gender	Male	119	113	103		-13.4
		Female	301	307	214		-28.9
Kaskaskia College	Race/Ethnicity	Black	53	107	132		149.1
		Hispanic	9	26	30		233.3
		White	504	662	704		39.7
		All Other	8	5	12		50.0
	Gender	Male	221	406	452		104.5
		Female	353	394	426		20.7
Kishwaukee College	Race/Ethnicity	Black	44	33	49		11.4
		Hispanic	36	36	35		-2.8
		White	415	485	578		39.3
		All Other	14	17	16		14.3
	Gender	Male	177	198	247		39.5
		Female	332	373	431		29.8
Lake Land College	Race/Ethnicity	Black	267	270	294		10.1
		Hispanic	39	77	59		51.3
		White	950	947	974		2.5
		All Other	16	7	17		6.3
	Gender	Male	742	825	782		5.4
		Female	530	476	562		6.0
Lewis & Clark Community College	Race/Ethnicity	Black	45	55	51		13.3
		Hispanic	7	8	5		-28.6
		White	738	668	651		-11.8
		All Other	3	11	8		166.7
	Gender	Male	344	246	217		-36.9
		Female	449	496	498		10.9
Lincoln Land Community College	Race/Ethnicity	Black	42	56	73		73.8
		Hispanic	10	6	12		20.0
		White	1058	1095	1292		22.1
		All Other	17	20	19		11.8
	Gender	Male	504	518	598		18.7
		Female	623	659	798		28.1

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002		2-Year Percent Change
McHenry County College	Race/Ethnicity	Black	1	2	1		0.0
		Hispanic	28	28	34		21.4
		White	628	654	626		-0.3
		All Other	9	14	15		66.7
	Gender	Male	211	218	216		2.4
		Female	455	480	460		1.1
Moraine Valley Community College	Race/Ethnicity	Black	29	34	46		58.6
		Hispanic	62	49	63		1.6
		White	1107	1148	1141		3.1
		All Other	44	56	53		20.5
	Gender	Male	452	441	477		5.5
		Female	790	846	826		4.6
Morton College	Race/Ethnicity	Black	4	10	23		475.0
		Hispanic	126	144	190		50.8
		White	167	192	142		-15.0
		All Other	15	10	18		20.0
	Gender	Male	83	118	124		49.4
		Female	229	238	249		8.7
Oakton Community College	Race/Ethnicity	Black	31	39	36		16.1
		Hispanic	24	28	54		125.0
		White	469	494	526		12.2
		All Other	96	113	112		16.7
	Gender	Male	239	250	265		10.9
		Female	381	424	463		21.5
Parkland College	Race/Ethnicity	Black	56	50	56		0.0
		Hispanic	8	17	10		25.0
		White	693	688	681		-1.7
		All Other	61	60	75		23.0
	Gender	Male	313	291	309		-1.3
		Female	505	524	513		1.6
Prairie State College	Race/Ethnicity	Black	109	118	80		-26.6
		Hispanic	34	32	29		-14.7
		White	312	260	226		-27.6
		All Other	51	25	19		-62.7
	Gender	Male	166	162	118		-28.9
		Female	340	273	236		-30.6
Rend Lake College	Race/Ethnicity	Black	51	84	102		100.0
		Hispanic	7	14	21		200.0
		White	416	494	638		53.4
		All Other	4	3	5		25.0
	Gender	Male	229	327	417		82.1
		Female	249	268	349		40.2
Richland Community College	Race/Ethnicity	Black	34	57	77		126.5
		Hispanic	1	7	7		600.0
		White	276	362	391		41.7
		All Other	8	4	4		-50.0
	Gender	Male	110	131	166		50.9
		Female	209	299	313		49.8
Rock Valley College	Race/Ethnicity	Black	100	128	67		-33.0
		Hispanic	32	42	32		0.0
		White	932	976	837		-10.2
		All Other	22	25	26		18.2
	Gender	Male	404	412	372		-7.9
		Female	682	759	590		-13.5
Sauk Valley Community College	Race/Ethnicity	Black	1	3	5		400.0
		Hispanic	14	22	27		92.9
		White	328	388	409		24.7
		All Other	1	2	3		200.0
	Gender	Male	117	168	189		61.5
		Female	227	247	255		12.3

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Illinois Public Community Colleges

Public Community College	Demographics		2000	2001	2002		2-Year Percent Change
Shawnee Community College	Race/Ethnicity	Black	33	27	10		-69.7
		Hispanic	1	3	1		0.0
		White	232	210	106		-54.3
		All Other	1	0	0		-100.0
	Gender	Male	66	73	33		-50.0
		Female	201	167	84		-58.2
South Suburban Coll. of Cook Co.	Race/Ethnicity	Black	247	372	449		81.8
		Hispanic	40	58	65		62.5
		White	380	466	395		3.9
		All Other	14	16	22		57.1
	Gender	Male	204	245	198		-2.9
		Female	477	667	733		53.7
Southeastern Illinois College	Race/Ethnicity	Black	205	230	249		21.5
		Hispanic	24	20	55		129.2
		White	450	467	476		5.8
		All Other	4	4	4		0.0
	Gender	Male	439	494	579		31.9
		Female	244	227	205		-16.0
Southwestern Illinois College	Race/Ethnicity	Black	163	149	258		58.3
		Hispanic	26	27	40		53.8
		White	1494	1569	1951		30.6
		All Other	21	24	48		128.6
	Gender	Male	794	808	1068		34.5
		Female	910	961	1229		35.1
Spoon River College	Race/Ethnicity	Black	4	4	5		25.0
		Hispanic	1	1	2		100.0
		White	240	224	270		12.5
		All Other	5	1	2		-60.0
	Gender	Male	108	109	147		36.1
		Female	142	121	132		-7.0
Triton College	Race/Ethnicity	Black	216	206	180		-16.7
		Hispanic	147	132	136		-7.5
		White	653	543	560		-14.2
		All Other	68	78	53		-22.1
	Gender	Male	434	420	376		-13.4
		Female	650	539	553		-14.9
Waubonsee Community College	Race/Ethnicity	Black	34	69	50		47.1
		Hispanic	98	116	120		22.4
		White	654	645	603		-7.8
		All Other	20	12	14		-30.0
	Gender	Male	305	307	293		-3.9
		Female	501	535	494		-1.4
William Rainey Harper College	Race/Ethnicity	Black	28	27	30		7.1
		Hispanic	82	72	95		15.9
		White	1100	1100	958		-12.9
		All Other	163	129	258		58.3
	Gender	Male	526	439	518		-1.5
		Female	847	889	823		-2.8

Source: IPEDS Degrees Conferred Survey

Completions by Race and Gender at Private 4-Year Colleges and Universities

Pre-Baccalaureate							
Private 4-Year College or University	**Demographics**		**2000**	**2001**	**2002**		**2-Year Percent Change**
American Academy of Art	Race/Ethnicity	Black	2	4	2		0.0
		Hispanic	18	15	6		-66.7
		White	70	71	21		-70.0
		All Other	4	7	3		-25.0
	Gender	Male	47	68	22		-53.2
		Female	47	29	10		-78.7
Benedictine University	Race/Ethnicity	Black			2		—
		Hispanic			2		—
		White			11		—
		All Other			1		—
	Gender	Male			3		—
		Female			13		—
Christian Life College	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	2	1	1		-50.0
		All Other	2	0	0		-100.0
	Gender	Male	3	1	0		-100.0
		Female	1	0	1		0.0
DeVry University-Illinois	Race/Ethnicity	Black	41	46	35		-14.6
		Hispanic	47	60	52		10.6
		White	41	29	112		173.2
		All Other	18	15	20		11.1
	Gender	Male	129	126	194		50.4
		Female	18	24	25		38.9
Dominican University	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	4	2	3		-25.0
		All Other	0	0	0		—
	Gender	Male	0	0	0		—
		Female	4	2	3		-25.0
East-West University	Race/Ethnicity	Black	10	12	12		20.0
		Hispanic	0	0	1		—
		White	2	1	2		0.0
		All Other	6	2	1		-83.3
	Gender	Male	6	4	3		-50.0
		Female	12	11	13		8.3
Harrington College of Design	Race/Ethnicity	Black	3	1	0		-100.0
		Hispanic	5	5	8		60.0
		White	62	63	101		62.9
		All Other	8	6	14		75.0
	Gender	Male	10	11	13		30.0
		Female	68	64	110		61.8
Illinois Baptist College	Race/Ethnicity	Black			0		—
		Hispanic			0		—
		White			0		—
		All Other			1		—
	Gender	Male			1		—
		Female			0		—
International Acad. of Design & Tech.	Race/Ethnicity	Black	24	39	47		95.8
		Hispanic	15	46	58		286.7
		White	46	75	68		47.8
		All Other	5	9	12		140.0
	Gender	Male	39	76	94		141.0
		Female	51	93	91		78.4
ITT Tech. Inst. - Burr Ridge	Race/Ethnicity	Black		7	7		—
		Hispanic		13	25		—
		White		18	33		—
		All Other		10	7		—
	Gender	Male		41	67		—
		Female		7	5		—

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
ITT Tech. Inst. - Matteson	Race/Ethnicity	Black	38	37	31		-18.4
		Hispanic	8	13	10		25.0
		White	61	36	47		-23.0
		All Other	2	7	5		150.0
	Gender	Male	92	80	76		-17.4
		Female	17	13	17		0.0
ITT Tech. Inst. - Mount Prospect	Race/Ethnicity	Black	6	9	4		-33.3
		Hispanic	37	38	29		-21.6
		White	65	64	54		-16.9
		All Other	10	29	26		160.0
	Gender	Male	107	127	106		-0.9
		Female	11	13	7		-36.4
Kendall College	Race/Ethnicity	Black	4	4	4		0.0
		Hispanic	5	3	5		0.0
		White	55	58	35		-36.4
		All Other	6	17	4		-33.3
	Gender	Male	46	44	23		-50.0
		Female	24	38	25		4.2
Lewis University	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	2		—
		White	3	3	4		33.3
		All Other	1	0	0		-100.0
	Gender	Male	4	3	5		25.0
		Female	0	0	1		—
Lexington College	Race/Ethnicity	Black	1	6	3		200.0
		Hispanic	1	7	1		0.0
		White	4	2	5		25.0
		All Other	4	1	2		-50.0
	Gender	Male	0	0	0		—
		Female	10	16	11		10.0
Lincoln Christian College	Race/Ethnicity	Black	0	0	2		—
		Hispanic	0	0	0		—
		White	27	28	15		-44.4
		All Other	0	1	2		—
	Gender	Male	8	7	7		-12.5
		Female	19	22	12		-36.8
Lincoln College	Race/Ethnicity	Black	33	29	29		-12.1
		Hispanic	10	5	6		-40.0
		White	233	239	272		16.7
		All Other	9	7	12		33.3
	Gender	Male	117	124	141		20.5
		Female	168	156	178		6.0
MacMurray College	Race/Ethnicity	Black	0	2	0		—
		Hispanic	0	0	0		—
		White	2	2	2		0.0
		All Other	0	0	0		—
	Gender	Male	0	3	1		—
		Female	2	1	1		-50.0
Midstate College	Race/Ethnicity	Black	5	8	3		-40.0
		Hispanic	1	0	1		0.0
		White	54	21	44		-18.5
		All Other	0	0	1		—
	Gender	Male	5	5	14		180.0
		Female	55	24	35		-36.4
Moody Bible Institute	Race/Ethnicity	Black	2				-100.0
		Hispanic	0				—
		White	0				—
		All Other	0				—
	Gender	Male	2				-100.0
		Female	0				—

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
National University of Health Sciences	Race/Ethnicity	Black		0	3		—
		Hispanic		5	5		—
		White		9	67		—
		All Other		0	2		—
	Gender	Male		6	16		—
		Female		8	61		—
National-Louis University	Race/Ethnicity	Black	0		0		—
		Hispanic	0		0		—
		White	15		8		-46.7
		All Other	0		2		—
	Gender	Male	0		2		—
		Female	15		8		-46.7
Northwestern University	Race/Ethnicity	Black	2	1	1		-50.0
		Hispanic	1	0	2		100.0
		White	0	13	9		—
		All Other	2	7	3		50.0
	Gender	Male	1	6	2		100.0
		Female	4	15	13		225.0
Quincy University	Race/Ethnicity	Black			0		—
		Hispanic			0		—
		White			0		—
		All Other			1		—
	Gender	Male			1		—
		Female			0		—
Robert Morris College	Race/Ethnicity	Black	931	1007	1135		21.9
		Hispanic	638	716	884		38.6
		White	877	965	946		7.9
		All Other	109	212	221		102.8
	Gender	Male	721	970	1066		47.9
		Female	1834	1930	2120		15.6
St. Augustine College	Race/Ethnicity	Black	5	8	12		140.0
		Hispanic	150	149	158		5.3
		White	1	5	0		-100.0
		All Other	9	8	19		111.1
	Gender	Male	38	32	37		-2.6
		Female	127	138	152		19.7
St. Xavier University	Race/Ethnicity	Black			0		—
		Hispanic			0		—
		White			1		—
		All Other			0		—
	Gender	Male			0		—
		Female			1		—
The Illinois Institute of Art-Chicago	Race/Ethnicity	Black	3		10		233.3
		Hispanic	1		8		700.0
		White	15		36		140.0
		All Other	11		35		218.2
	Gender	Male	11		41		272.7
		Female	19		48		152.6
The Illinois Institute of Art-Schaumburg	Race/Ethnicity	Black	0	0	1		—
		Hispanic	2	2	2		0.0
		White	33	18	24		-27.3
		All Other	3	4	6		100.0
	Gender	Male	19	12	17		-10.5
		Female	19	12	16		-15.8
Trinity College-Nursing	Race/Ethnicity	Black	0	0	0		—
		Hispanic	1	0	0		-100.0
		White	19	24	18		-5.3
		All Other	0	1	0		—
	Gender	Male	0	1	1		—
		Female	20	24	17		-15.0

Source: IPEDS Degrees Conferred Survey

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Westwood College of Technology-River Oaks	Race/Ethnicity	Black			22		---
		Hispanic			6		---
		White			9		---
		All Other			0		---
	Gender	Male			24		---
		Female			13		---

Baccalaureate							
Private 4-Year College or University	**Demographics**		**2000**	**2001**	**2002**		**2-Year Percent Change**
American Academy of Art	Race/Ethnicity	Black	2	2	2		0.0
		Hispanic	10	13	6		-40.0
		White	17	29	29		70.6
		All Other	6	4	5		-16.7
	Gender	Male	25	29	33		32.0
		Female	10	19	9		-10.0
Augustana College	Race/Ethnicity	Black	20	15	15		-25.0
		Hispanic	8	13	15		87.5
		White	476	453	454		-4.6
		All Other	21	15	9		-57.1
	Gender	Male	207	198	204		-1.4
		Female	318	298	289		-9.1
Aurora University	Race/Ethnicity	Black	22	39	56		154.5
		Hispanic	22	19	41		86.4
		White	251	287	281		12.0
		All Other	13	12	9		-30.8
	Gender	Male	130	121	166		27.7
		Female	178	236	221		24.2
Barat College	Race/Ethnicity	Black	17	8	11		-35.3
		Hispanic	7	9	14		100.0
		White	112	82	96		-14.3
		All Other	17	23	41		141.2
	Gender	Male	34	28	43		26.5
		Female	119	94	119		0.0
Benedictine University	Race/Ethnicity	Black	16	16	19		18.8
		Hispanic	13	17	16		23.1
		White	229	246	239		4.4
		All Other	63	91	117		85.7
	Gender	Male	113	134	139		23.0
		Female	208	236	252		21.2
Blackburn College	Race/Ethnicity	Black	3	4	7		133.3
		Hispanic	0	1	1		---
		White	99	100	69		-30.3
		All Other	12	11	9		-25.0
	Gender	Male	45	42	36		-20.0
		Female	69	74	50		-27.5
Blessing-Rieman College of Nursing	Race/Ethnicity	Black	0	0	0		---
		Hispanic	0	0	0		---
		White	21	23	27		28.6
		All Other	0	1	0		---
	Gender	Male	2	0	2		0.0
		Female	19	24	25		31.6
Bradley University	Race/Ethnicity	Black	33	37	41		24.2
		Hispanic	17	15	17		0.0
		White	908	944	1015		11.8
		All Other	87	93	102		17.2
	Gender	Male	461	493	505		9.5
		Female	584	596	670		14.7

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Brisk Rabbinical College	Race/Ethnicity	Black		0			---
		Hispanic		0			---
		White		1			---
		All Other		0			---
	Gender	Male		1			---
		Female		0			---
Chicago Baptist Institute	Race/Ethnicity	Black			9		---
		Hispanic			0		---
		White			0		---
		All Other			0		---
	Gender	Male			7		---
		Female			2		---
Christian Life College	Race/Ethnicity	Black	0	1	0		---
		Hispanic	0	1	2		---
		White	4	8	10		150.0
		All Other	1	2	1		0.0
	Gender	Male	3	11	8		166.7
		Female	2	1	5		150.0
Columbia College Chicago	Race/Ethnicity	Black	166	171	159		-4.2
		Hispanic	109	128	112		2.8
		White	753	757	802		6.5
		All Other	131	160	148		13.0
	Gender	Male	557	565	578		3.8
		Female	602	651	643		6.8
Concordia University	Race/Ethnicity	Black	27	20	23		-14.8
		Hispanic	10	9	7		-30.0
		White	210	169	165		-21.4
		All Other	31	33	76		145.2
	Gender	Male	92	74	75		-18.5
		Female	186	157	196		5.4
DePaul University	Race/Ethnicity	Black	214	237	187		-12.6
		Hispanic	251	90	233		-7.2
		White	1318	1350	1288		-2.3
		All Other	333	553	426		27.9
	Gender	Male	802	834	813		1.4
		Female	1314	1396	1321		0.5
DeVry University-Illinois	Race/Ethnicity	Black	112	111	175		56.3
		Hispanic	79	78	136		72.2
		White	154	143	613		298.1
		All Other	116	133	288		148.3
	Gender	Male	297	298	846		184.8
		Female	164	167	366		123.2
Dominican University	Race/Ethnicity	Black	19	10	15		-21.1
		Hispanic	18	24	32		77.8
		White	137	191	220		60.6
		All Other	13	8	9		-30.8
	Gender	Male	59	67	85		44.1
		Female	128	166	191		49.2
East-West University	Race/Ethnicity	Black	14	7	1		-92.9
		Hispanic	2	4	1		-50.0
		White	5	4	2		-60.0
		All Other	20	11	9		-55.0
	Gender	Male	27	17	10		-63.0
		Female	14	9	3		-78.6
Elmhurst College	Race/Ethnicity	Black	38	34	18		-52.6
		Hispanic	32	45	39		21.9
		White	514	485	429		-16.5
		All Other	75	94	133		77.3
	Gender	Male	215	230	213		-0.9
		Female	444	428	406		-8.6

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Eureka College	Race/Ethnicity	Black	6	2	1		-83.3
		Hispanic	2	1	0		-100.0
		White	76	90	104		36.8
		All Other	6	3	3		-50.0
	Gender	Male	36	47	43		19.4
		Female	54	49	65		20.4
Finch University of Health Sci/Chi. Med. Sch.	Race/Ethnicity	Black	1	0	0		-100.0
		Hispanic	0	0	0		—
		White	8	6	0		-100.0
		All Other	2	1	1		-50.0
	Gender	Male	0	0	0		—
		Female	11	7	1		-90.9
Greenville College	Race/Ethnicity	Black	9	21	16		77.8
		Hispanic	2	10	3		50.0
		White	260	244	269		3.5
		All Other	8	7	14		75.0
	Gender	Male	100	98	128		28.0
		Female	179	184	174		-2.8
Harrington College of Design	Race/Ethnicity	Black	0	1	0		—
		Hispanic	2	1	5		150.0
		White	30	37	37		23.3
		All Other	9	2	10		11.1
	Gender	Male	4	3	6		50.0
		Female	37	38	46		24.3
Hebrew Theological College	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	27	25	17		-37.0
		All Other	0	0	0		—
	Gender	Male	14	11	8		-42.9
		Female	13	14	9		-30.8
Illinois Baptist College	Race/Ethnicity	Black			1		—
		Hispanic			0		—
		White			0		—
		All Other			0		—
	Gender	Male			1		—
		Female			0		—
Illinois College	Race/Ethnicity	Black	0	2	1		—
		Hispanic	0	1	0		—
		White	148	161	170		14.9
		All Other	4	2	4		0.0
	Gender	Male	56	66	75		33.9
		Female	96	100	100		4.2
Illinois College of Optometry	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	1	1		—
		White	26	2	3		-88.5
		All Other	8	3	5		-37.5
	Gender	Male	18	2	3		-83.3
		Female	16	4	6		-62.5
Illinois Institute of Technology	Race/Ethnicity	Black	26	19	22		-15.4
		Hispanic	21	11	19		-9.5
		White	135	158	191		41.5
		All Other	93	79	92		-1.1
	Gender	Male	203	204	242		19.2
		Female	72	63	82		13.9
Illinois Wesleyan University	Race/Ethnicity	Black	20	13	11		-45.0
		Hispanic	8	6	7		-12.5
		White	457	386	371		-18.8
		All Other	34	30	41		20.6
	Gender	Male	214	190	195		-8.9
		Female	305	245	235		-23.0

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
International Acad. of Design & Tech.	Race/Ethnicity	Black	21	19	31		47.6
		Hispanic	21	13	18		-14.3
		White	52	68	92		76.9
		All Other	9	7	9		0.0
	Gender	Male	10	11	24		140.0
		Female	93	96	126		35.5
ITT Tech. Inst. - Mount Prospect	Race/Ethnicity	Black	10	4	8		-20.0
		Hispanic	19	8	10		-47.4
		White	46	22	23		-50.0
		All Other	0	7	7		—
	Gender	Male	71	37	48		-32.4
		Female	4	4	0		-100.0
Judson College	Race/Ethnicity	Black	10	15	9		-10.0
		Hispanic	17	16	6		-64.7
		White	232	248	242		4.3
		All Other	18	15	49		172.2
	Gender	Male	107	94	126		17.8
		Female	170	200	180		5.9
Kendall College	Race/Ethnicity	Black	8	8	11		37.5
		Hispanic	1	1	2		100.0
		White	23	33	25		8.7
		All Other	4	10	15		275.0
	Gender	Male	13	20	26		100.0
		Female	23	32	27		17.4
Knox College	Race/Ethnicity	Black	11	11	4		-63.6
		Hispanic	10	10	11		10.0
		White	192	210	178		-7.3
		All Other	45	82	77		71.1
	Gender	Male	130	138	109		-16.2
		Female	128	175	161		25.8
Lake Forest College	Race/Ethnicity	Black	16	17	15		-6.3
		Hispanic	7	10	9		28.6
		White	212	226	189		-10.8
		All Other	34	42	31		-8.8
	Gender	Male	127	122	94		-26.0
		Female	142	173	150		5.6
Lakeview College of Nursing	Race/Ethnicity	Black	3	0	2		-33.3
		Hispanic	0	1	1		—
		White	24	18	10		-58.3
		All Other	0	1	0		—
	Gender	Male	1	1	0		-100.0
		Female	26	19	13		-50.0
Lewis University	Race/Ethnicity	Black	74	85	97		31.1
		Hispanic	32	45	40		25.0
		White	474	537	532		12.2
		All Other	39	58	55		41.0
	Gender	Male	251	279	294		17.1
		Female	368	446	430		16.8
Lincoln Christian College	Race/Ethnicity	Black	1	0	1		0.0
		Hispanic	0	1	3		—
		White	93	76	85		-8.6
		All Other	2	4	3		50.0
	Gender	Male	46	44	46		0.0
		Female	50	37	46		-8.0
Lincoln College	Race/Ethnicity	Black			0		—
		Hispanic			0		—
		White			1		—
		All Other			0		—
	Gender	Male			0		—
		Female			1		—

Source: IPEDS Degrees Conferred Survey

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Loyola University of Chicago	Race/Ethnicity	Black	79	62	62		-21.5
		Hispanic	104	100	122		17.3
		White	898	872	892		-0.7
		All Other	327	284	332		1.5
	Gender	Male	498	471	483		-3.0
		Female	910	847	925		1.6
MacMurray College	Race/Ethnicity	Black	6	8	7		16.7
		Hispanic	1	4	4		300.0
		White	115	106	105		-8.7
		All Other	1	3	1		0.0
	Gender	Male	40	57	47		17.5
		Female	83	64	70		-15.7
McKendree College	Race/Ethnicity	Black	39	56	62		59.0
		Hispanic	4	7	9		125.0
		White	453	433	443		-2.2
		All Other	11	9	14		27.3
	Gender	Male	185	183	182		-1.6
		Female	322	322	346		7.5
Midstate College	Race/Ethnicity	Black		0	0		---
		Hispanic		0	1		---
		White		1	5		---
		All Other		0	0		---
	Gender	Male		0	2		---
		Female		1	4		---
Midwestern University	Race/Ethnicity	Black	3	8	3		0.0
		Hispanic	7	4	3		-57.1
		White	111	105	103		-7.2
		All Other	46	39	60		30.4
	Gender	Male	52	42	49		-5.8
		Female	115	114	120		4.3
Millikin University	Race/Ethnicity	Black	26	29	37		42.3
		Hispanic	6	4	9		50.0
		White	376	405	427		13.6
		All Other	17	26	25		47.1
	Gender	Male	146	178	181		24.0
		Female	279	286	317		13.6
Monmouth College	Race/Ethnicity	Black	8	5	11		37.5
		Hispanic	4	4	4		0.0
		White	189	174	214		13.2
		All Other	17	9	5		-70.6
	Gender	Male	90	64	100		11.1
		Female	128	128	134		4.7
Moody Bible Institute	Race/Ethnicity	Black	6	3	4		-33.3
		Hispanic	4	8	7		75.0
		White	255	248	286		12.2
		All Other	30	37	23		-23.3
	Gender	Male	160	163	190		18.8
		Female	135	133	130		-3.7
NAES College	Race/Ethnicity	Black			0		---
		Hispanic			0		---
		White			0		---
		All Other			5		---
	Gender	Male			1		---
		Female			4		---
National University of Health Sciences	Race/Ethnicity	Black	2	6	2		0.0
		Hispanic	5	2	4		-20.0
		White	91	97	87		-4.4
		All Other	58	45	49		-15.5
	Gender	Male	97	102	92		-5.2
		Female	59	48	50		-15.3

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
National-Louis University	Race/Ethnicity	Black	289	151	306		5.9
		Hispanic	96	41	70		-27.1
		White	693	297	484		-30.2
		All Other	108	685	201		86.1
	Gender	Male	348	266	339		-2.6
		Female	838	908	722		-13.8
North Central College	Race/Ethnicity	Black	19	23	12		-36.8
		Hispanic	19	14	17		-10.5
		White	465	450	423		-9.0
		All Other	30	28	29		-3.3
	Gender	Male	212	203	200		-5.7
		Female	321	312	281		-12.5
North Park University	Race/Ethnicity	Black	20	31	28		40.0
		Hispanic	25	26	31		24.0
		White	222	203	199		-10.4
		All Other	74	51	40		-45.9
	Gender	Male	118	118	114		-3.4
		Female	223	193	184		-17.5
Northwestern University	Race/Ethnicity	Black	81	119	121		49.4
		Hispanic	56	66	83		48.2
		White	1378	1287	1298		-5.8
		All Other	492	529	476		-3.3
	Gender	Male	938	962	917		-2.2
		Female	1069	1039	1061		-0.7
Olivet Nazarene University	Race/Ethnicity	Black	24	23	39		62.5
		Hispanic	5	3	8		60.0
		White	313	328	346		10.5
		All Other	6	4	9		50.0
	Gender	Male	118	123	147		24.6
		Female	230	235	255		10.9
Principia College	Race/Ethnicity	Black		3	4		—
		Hispanic		1	2		—
		White		97	97		—
		All Other		20	21		—
	Gender	Male		64	48		—
		Female		57	76		—
Quincy University	Race/Ethnicity	Black	9	9	13		44.4
		Hispanic	4	2	2		-50.0
		White	218	164	192		-11.9
		All Other	17	14	10		-41.2
	Gender	Male	108	82	95		-12.0
		Female	140	107	122		-12.9
Robert Morris College	Race/Ethnicity	Black	215	237	286		33.0
		Hispanic	120	149	213		77.5
		White	166	180	212		27.7
		All Other	25	35	59		136.0
	Gender	Male	141	179	251		78.0
		Female	385	422	519		34.8
Rockford College	Race/Ethnicity	Black	16	14	10		-37.5
		Hispanic	11	5	8		-27.3
		White	193	181	231		19.7
		All Other	18	16	16		-11.1
	Gender	Male	66	55	69		4.5
		Female	172	161	196		14.0
Roosevelt University	Race/Ethnicity	Black	141	157	189		34.0
		Hispanic	58	75	86		48.3
		White	426	409	457		7.3
		All Other	138	167	159		15.2
	Gender	Male	272	276	315		15.8
		Female	491	532	576		17.3

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Rush University	Race/Ethnicity	Black	10	9	4		-60.0
		Hispanic	8	5	9		12.5
		White	54	56	41		-24.1
		All Other	22	7	8		-63.6
	Gender	Male	15	8	10		-33.3
		Female	79	69	52		-34.2
Scholl Coll. of Podiatric Med.	Race/Ethnicity	Black	2	1	0		-100.0
		Hispanic	0	0	1		—
		White	13	9	10		-23.1
		All Other	5	1	2		-60.0
	Gender	Male	10	8	10		0.0
		Female	10	3	3		-70.0
School of the Art Inst. Chicago	Race/Ethnicity	Black	5	4	9		80.0
		Hispanic	10	19	13		30.0
		White	192	218	259		34.9
		All Other	53	61	84		58.5
	Gender	Male	93	114	145		55.9
		Female	167	188	220		31.7
Shimer College	Race/Ethnicity	Black	1	0	1		0.0
		Hispanic	0	2	0		—
		White	18	14	13		-27.8
		All Other	1	0	2		100.0
	Gender	Male	7	5	7		0.0
		Female	13	11	9		-30.8
St. Anthony College of Nursing	Race/Ethnicity	Black	0	1	0		—
		Hispanic	3	1	1		-66.7
		White	29	26	27		-6.9
		All Other	1	2	0		-100.0
	Gender	Male	3	4	1		-66.7
		Female	30	26	27		-10.0
St. Augustine College	Race/Ethnicity	Black	0	0	2		—
		Hispanic	5	13	16		220.0
		White	0	0	0		—
		All Other	0	1	1		—
	Gender	Male	0	3	2		—
		Female	5	11	17		240.0
St. Francis Medical Center College of Nursing	Race/Ethnicity	Black	2	3	1		-50.0
		Hispanic	0	0	0		—
		White	47	60	53		12.8
		All Other	3	0	3		0.0
	Gender	Male	3	6	2		-33.3
		Female	49	57	55		12.2
St. Johns College	Race/Ethnicity	Black	1	2	0		-100.0
		Hispanic	0	0	3		—
		White	46	25	23		-50.0
		All Other	0	0	0		—
	Gender	Male	0	0	2		—
		Female	47	27	24		-48.9
St. Sava Serb. Orth. Sch. Theo.	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	6	8	0		-100.0
		All Other	0	0	7		—
	Gender	Male	6	8	7		16.7
		Female	0	0	0		—
St. Xavier University	Race/Ethnicity	Black	64	59	86		34.4
		Hispanic	44	56	61		38.6
		White	361	328	398		10.2
		All Other	17	23	30		76.5
	Gender	Male	109	115	124		13.8
		Female	377	351	451		19.6

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Telshe Yeshiva	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	2	3	6		200.0
		All Other	0	0	0		—
	Gender	Male	2	3	6		200.0
		Female	0	0	0		—
The Illinois Institute of Art-Chicago	Race/Ethnicity	Black	10		9		-10.0
		Hispanic	10		14		40.0
		White	47		60		27.7
		All Other	11		62		463.6
	Gender	Male	19		60		215.8
		Female	59		85		44.1
The Illinois Institute of Art-Schaumburg	Race/Ethnicity	Black	3	1	0		-100.0
		Hispanic	1	7	13		1200.0
		White	58	84	119		105.2
		All Other	4	15	13		225.0
	Gender	Male	33	64	83		151.5
		Female	33	43	62		87.9
Trinity Christian College	Race/Ethnicity	Black	7	1	5		-28.6
		Hispanic	1	5	5		400.0
		White	130	142	144		10.8
		All Other	11	5	7		-36.4
	Gender	Male	46	50	54		17.4
		Female	103	103	107		3.9
Trinity College-Nursing	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	4	9	6		50.0
		All Other	0	1	0		—
	Gender	Male	0	0	0		—
		Female	4	10	6		50.0
Trinity International University	Race/Ethnicity	Black	11	13	20		81.8
		Hispanic	4	6	9		125.0
		White	133	109	164		23.3
		All Other	10	9	18		80.0
	Gender	Male	73	51	86		17.8
		Female	85	86	125		47.1
University of Chicago	Race/Ethnicity	Black	41	31	43		4.9
		Hispanic	63	50	66		4.8
		White	583	608	587		0.7
		All Other	269	300	252		-6.3
	Gender	Male	524	513	454		-13.4
		Female	432	476	494		14.4
University of St. Francis	Race/Ethnicity	Black	19	25	22		15.8
		Hispanic	15	40	11		-26.7
		White	931	863	717		-23.0
		All Other	79	8	157		98.7
	Gender	Male	154	131	135		-12.3
		Female	890	805	772		-13.3
VanderCook College of Music	Race/Ethnicity	Black	5	1	0		-100.0
		Hispanic	2	0	4		100.0
		White	5	5	8		60.0
		All Other	0	0	0		—
	Gender	Male	5	4	6		20.0
		Female	7	2	6		-14.3
West Suburban College of Nursing	Race/Ethnicity	Black	3	1	6		100.0
		Hispanic	0	3	2		—
		White	25	22	15		-40.0
		All Other	5	2	12		140.0
	Gender	Male	1	0	1		0.0
		Female	32	28	34		6.3

Source: IPEDS Degrees Conferred Survey

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Wheaton College	Race/Ethnicity	Black	10	5	6		-40.0
		Hispanic	11	21	13		18.2
		White	508	518	558		9.8
		All Other	43	40	32		-25.6
	Gender	Male	283	267	275		-2.8
		Female	289	317	334		15.6

Post-Baccalaureate

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Argosy University - Chicago	Race/Ethnicity	Black	17	15	10		-41.2
		Hispanic	10	7	2		-80.0
		White	135	159	58		-57.0
		All Other	10	35	15		50.0
	Gender	Male	58	62	19		-67.2
		Female	114	154	66		-42.1
Argosy University - Chicago Northwest	Race/Ethnicity	Black		3	3		—
		Hispanic		1	0		—
		White		59	54		—
		All Other		14	17		—
	Gender	Male		24	17		—
		Female		53	57		—
Aurora University	Race/Ethnicity	Black	36	24	29		-19.4
		Hispanic	12	23	20		66.7
		White	511	497	493		-3.5
		All Other	6	11	10		66.7
	Gender	Male	126	137	138		9.5
		Female	439	418	414		-5.7
Barat College	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	14	8	6		-57.1
		All Other	0	2	8		—
	Gender	Male	0	3	5		—
		Female	14	7	9		-35.7
Benedictine University	Race/Ethnicity	Black	9	12	10		11.1
		Hispanic	6	6	11		83.3
		White	220	212	159		-27.7
		All Other	55	66	41		-25.5
	Gender	Male	110	117	75		-31.8
		Female	180	179	146		-18.9
Bradley University	Race/Ethnicity	Black	10	11	10		0.0
		Hispanic	1	3	1		0.0
		White	128	143	120		-6.3
		All Other	113	88	74		-34.5
	Gender	Male	150	143	118		-21.3
		Female	102	102	87		-14.7
Columbia College Chicago	Race/Ethnicity	Black	25	10	20		-20.0
		Hispanic	15	38	21		40.0
		White	68	76	65		-4.4
		All Other	16	10	13		-18.8
	Gender	Male	31	44	27		-12.9
		Female	93	90	92		-1.1
Concordia University	Race/Ethnicity	Black	37	37	10		-73.0
		Hispanic	2	4	2		0.0
		White	131	133	72		-45.0
		All Other	35	47	93		165.7
	Gender	Male	33	36	28		-15.2
		Female	172	185	149		-13.4

Source: IPEDS Degrees Conferred Survey

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
DePaul University	Race/Ethnicity	Black	161	161	153		-5.0
		Hispanic	91	225	96		5.5
		White	1733	1668	1592		-8.1
		All Other	359	323	464		29.2
	Gender	Male	1111	1145	1172		5.5
		Female	1233	1232	1133		-8.1
DeVry University-Illinois	Race/Ethnicity	Black			107		—
		Hispanic			10		—
		White			404		—
		All Other			97		—
	Gender	Male			346		—
		Female			272		—
Dominican University	Race/Ethnicity	Black	27	35	24		-11.1
		Hispanic	7	15	20		185.7
		White	222	260	274		23.4
		All Other	44	31	49		11.4
	Gender	Male	69	89	81		17.4
		Female	231	252	286		23.8
Elmhurst College	Race/Ethnicity	Black	2	4	3		50.0
		Hispanic	1	12	1		0.0
		White	40	29	36		-10.0
		All Other	2	9	12		500.0
	Gender	Male	19	15	22		15.8
		Female	26	39	30		15.4
Finch University of Health Sci/Chi. Med. Sch.	Race/Ethnicity	Black	15	24	21		40.0
		Hispanic	14	6	4		-71.4
		White	229	243	261		14.0
		All Other	103	122	130		26.2
	Gender	Male	186	183	211		13.4
		Female	175	212	205		17.1
Greenville College	Race/Ethnicity	Black		0	1		—
		Hispanic		0	0		—
		White		5	10		—
		All Other		0	1		—
	Gender	Male		2	8		—
		Female		3	4		—
Hebrew Theological College	Race/Ethnicity	Black	0				—
		Hispanic	0				—
		White	2				-100.0
		All Other	0				—
	Gender	Male	2				-100.0
		Female	0				—
Illinois College of Optometry	Race/Ethnicity	Black	0	2	1		—
		Hispanic	0	4	4		—
		White	105	110	87		-17.1
		All Other	44	43	65		47.7
	Gender	Male	68	69	73		7.4
		Female	81	90	84		3.7
Illinois Institute of Technology	Race/Ethnicity	Black	55	44	37		-32.7
		Hispanic	29	36	33		13.8
		White	544	546	511		-6.1
		All Other	491	542	679		38.3
	Gender	Male	759	753	818		7.8
		Female	360	415	442		22.8
Lake Forest College	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	1	0		—
		White	1	6	4		300.0
		All Other	0	0	0		—
	Gender	Male	1	2	2		100.0
		Female	0	5	2		—

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Lewis University	Race/Ethnicity	Black	25	30	36		44.0
		Hispanic	11	8	9		-18.2
		White	194	210	211		8.8
		All Other	12	5	14		16.7
	Gender	Male	108	104	125		15.7
		Female	134	149	145		8.2
Lincoln Christian College	Race/Ethnicity	Black	3	0	0		-100.0
		Hispanic	0	0	0		—
		White	39	32	45		15.4
		All Other	8	5	6		-25.0
	Gender	Male	37	25	38		2.7
		Female	13	12	13		0.0
Loyola University of Chicago	Race/Ethnicity	Black	142	130	150		5.6
		Hispanic	62	65	62		0.0
		White	1185	1037	1073		-9.5
		All Other	418	401	384		-8.1
	Gender	Male	740	574	641		-13.4
		Female	1067	1059	1028		-3.7
Midwest College of Oriental Medicine	Race/Ethnicity	Black		0			—
		Hispanic		0			—
		White		19			—
		All Other		12			—
	Gender	Male		8			—
		Female		23			—
Midwestern University	Race/Ethnicity	Black	4	12	17		325.0
		Hispanic	10	10	9		-10.0
		White	223	231	222		-0.4
		All Other	69	81	114		65.2
	Gender	Male	158	127	144		-8.9
		Female	148	207	218		47.3
Millikin University	Race/Ethnicity	Black		0	2		—
		Hispanic		0	0		—
		White		27	19		—
		All Other		0	2		—
	Gender	Male		23	16		—
		Female		4	7		—
Moody Bible Institute	Race/Ethnicity	Black	2	1	4		100.0
		Hispanic	0	0	1		—
		White	16	19	29		81.3
		All Other	9	5	10		11.1
	Gender	Male	21	13	26		23.8
		Female	6	12	18		200.0
National University of Health Sciences	Race/Ethnicity	Black	1	4	3		200.0
		Hispanic	3	3	5		66.7
		White	127	136	125		-1.6
		All Other	87	96	55		-36.8
	Gender	Male	157	155	127		-19.1
		Female	61	84	61		0.0
National-Louis University	Race/Ethnicity	Black	364	193	380		4.4
		Hispanic	67	24	66		-1.5
		White	1405	595	1594		13.5
		All Other	72	1073	121		68.1
	Gender	Male	387	490	497		28.4
		Female	1521	1395	1664		9.4
North Central College	Race/Ethnicity	Black	5	3	2		-60.0
		Hispanic	2	1	1		-50.0
		White	98	94	100		2.0
		All Other	12	4	8		-33.3
	Gender	Male	57	46	48		-15.8
		Female	60	56	63		5.0

Source: IPEDS Degrees Conferred Survey

Goal 4

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
North Park University	Race/Ethnicity	Black	11	11	19		72.7
		Hispanic	2	6	3		50.0
		White	90	104	123		36.7
		All Other	29	43	71		144.8
	Gender	Male	39	54	65		66.7
		Female	93	110	151		62.4
Northwestern University	Race/Ethnicity	Black	110	110	131		19.1
		Hispanic	67	70	78		16.4
		White	1611	1605	1801		11.8
		All Other	1138	1331	1344		18.1
	Gender	Male	1730	1801	1966		13.6
		Female	1196	1315	1388		16.1
Olivet Nazarene University	Race/Ethnicity	Black	69	65	70		1.4
		Hispanic	2	10	6		200.0
		White	167	118	420		151.5
		All Other	12	8	11		-8.3
	Gender	Male	78	60	135		73.1
		Female	172	141	372		116.3
Quincy University	Race/Ethnicity	Black	0	0	0		—
		Hispanic	0	0	0		—
		White	32	28	24		-25.0
		All Other	70	58	33		-52.9
	Gender	Male	48	47	27		-43.8
		Female	54	39	30		-44.4
Rockford College	Race/Ethnicity	Black	0	1	1		—
		Hispanic	0	5	2		—
		White	119	118	110		-7.6
		All Other	3	1	1		-66.7
	Gender	Male	25	33	29		16.0
		Female	97	92	85		-12.4
Roosevelt University	Race/Ethnicity	Black	146	194	197		34.9
		Hispanic	22	37	43		95.5
		White	387	419	428		10.6
		All Other	168	203	231		37.5
	Gender	Male	272	323	325		19.5
		Female	451	530	574		27.3
Rush University	Race/Ethnicity	Black	13	12	17		30.8
		Hispanic	5	7	6		20.0
		White	219	199	208		-5.0
		All Other	34	50	51		50.0
	Gender	Male	79	89	100		26.6
		Female	192	179	182		-5.2
Scholl Coll. of Podiatric Med.	Race/Ethnicity	Black	5	3	1		-80.0
		Hispanic	1	0	1		0.0
		White	62	70	48		-22.6
		All Other	14	15	11		-21.4
	Gender	Male	56	53	44		-21.4
		Female	26	35	17		-34.6
School of the Art Inst. Chicago	Race/Ethnicity	Black	6	16	6		0.0
		Hispanic	10	8	10		0.0
		White	144	114	154		6.9
		All Other	55	61	55		0.0
	Gender	Male	66	69	57		-13.6
		Female	149	130	168		12.8
St. Xavier University	Race/Ethnicity	Black	41	38	54		31.7
		Hispanic	7	14	16		128.6
		White	407	498	608		49.4
		All Other	36	39	73		102.8
	Gender	Male	80	104	124		55.0
		Female	411	485	627		52.6

Source: IPEDS Degrees Conferred Survey

Completions by Race and Gender at Private 4-Year Colleges and Universities

Private 4-Year College or University	Demographics		2000	2001	2002		2-Year Percent Change
Telshe Yeshiva	Race/Ethnicity	Black			0		—
		Hispanic			0		—
		White			1		—
		All Other			0		—
	Gender	Male			1		—
		Female			0		—
Trinity International University	Race/Ethnicity	Black	10	9	14		40.0
		Hispanic	6	2	2		-66.7
		White	174	201	195		12.1
		All Other	114	53	79		-30.7
	Gender	Male	224	210	219		-2.2
		Female	80	55	71		-11.3
University of Chicago	Race/Ethnicity	Black	118	110	148		25.4
		Hispanic	76	83	109		43.4
		White	1801	1747	1720		-4.5
		All Other	809	819	990		22.4
	Gender	Male	1743	1732	1852		6.3
		Female	1061	1027	1115		5.1
University of St. Francis	Race/Ethnicity	Black	1	7	11		1000.0
		Hispanic	1	3	4		300.0
		White	365	385	331		-9.3
		All Other	3	2	38		1166.7
	Gender	Male	66	85	78		18.2
		Female	304	312	306		0.7
VanderCook College of Music	Race/Ethnicity	Black	1	2	4		300.0
		Hispanic	1	0	0		-100.0
		White	43	45	49		14.0
		All Other	0	2	2		—
	Gender	Male	15	21	28		86.7
		Female	30	28	27		-10.0
Wheaton College	Race/Ethnicity	Black	2	6	2		0.0
		Hispanic	2	3	9		350.0
		White	123	129	149		21.1
		All Other	16	31	37		131.3
	Gender	Male	62	95	112		80.6
		Female	81	74	85		4.9

Source: IPEDS Degrees Conferred Survey

Illinois Community College System
Pass Rates on Selected Professional/Occupational Licensure Exams
By College and Exam for Fiscal Year 2002

Dist. No.	College	NCLEX RN/ADN	Dental Hygiene	Radiologic Technology	EMT
501	Kaskaskia	84.0%	—	91.0%	—
502	DuPage	92.0%	—	91.0%	—
503	Black Hawk				
504	Triton	95.0%	—	—	—
505	Parkland	100.0%	92.9%	100.0%	100.0%
506	Sauk Valley	100.0%	—	100.0%	—
507	Danville Area College				
508.01	Chicago Kennedy-King				
508.02	Chicago Washington				
508.03	Chicago Malcolm X	100.0% #	—	89.0%	—
508.04	Chicago Truman	96.0%	—	—	—
508.05	Chicago Olive-Harvey	100.0%	—	—	—
508.06	Chicago Daley	89.0%	—	—	—
508.07	Chicago Wright	—	—	—	—
509	Elgin*	85.0%	—	—	—
510	South Suburban				
511	Rock Valley	—	100.0%	—	—
512	Harper				
513	Illinois Valley	90.0%	—	—	—
514	Illinois Central	89.0%	94.0%	87.0%	—
515	Prairie State	82.0% #	99.0%	—	—
516	Waubonsee	89.7%	—	—	—
517	Lake Land	97.0%	100.0%	—	—
518	Sandburg				
519	Highland	83.0%	—	—	—
520	Kankakee	84.0%	—	88.0%	—
521	Rend Lake	84.0%	—	—	—
522	Southwestern	87.0%	—	88.0%	74.0%
523	Kishwaukee	94.0%	—	80.0%	97.0%
524	Moraine Valley	91.0%	—	75.0%	100.0%
525	Joliet	76.1%	—	—	—
526	Lincoln Land	95.0% #	—	—	—
527	Morton	82.0% #	—	—	99.0%
528	McHenry*	—	—	—	—
529	Illinois Eastern	92.0%	—	77.0%	—
530	Logan				
531	Shawnee				
532	Lake County				
533	Southeastern	75.0%	—	—	—
534	Spoon River				
535	Oakton				
536	Lewis & Clark				
537	Richland				
539	Wood	82.0%	—	—	—
540	Heartland	95.0%	—	—	81.0%
	IL CC Average Pass %	89.6%	97.2%	87.8%	91.8%
	State Average	88.0%	—	82.0%	—
	National Average	87.0%	87.0%	88.4%	72.0%

*Elgin Community College provides RN training for McHenry County College residents through a cooperative agreement.
# Nursing

Source: Illinois Community College Board

Goal 6

Cost Per Credit Hour as a Percent of Total Costs at Illinois Public Universities
Using FY2002 Dollars

	Instruction			Academic & Student Support			Institutional Support			O&M Physical Plant			Total Cost Per Credit Hour (in FY02 dollars)		
	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02	FY00	FY01	FY02
Chicago State University	46.7%	43.7%	45.2%	12.6%	15.1%	16.9%	23.1%	22.3%	19.7%	11.1%	12.0%	11.2%	$ 311.15	$ 341.25	$ 332.44
Eastern Illinois University	57.0	56.9	55.4	11.2	11.6	12.0	12.9	13.3	14.3	13.8	13.0	12.6	236.15	253.47	263.38
Governors State University	50.8	50.0	49.5	11.7	12.1	12.5	19.3	18.7	20.2	12.8	13.3	12.0	309.49	307.98	331.12
Illinois State University	55.2	54.8	54.4	14.9	14.3	13.8	12.4	13.3	15.4	15.2	14.5	13.2	241.62	239.48	240.92
Northeastern Illinois University	50.0	48.8	49.1	12.9	12.1	11.5	14.1	14.8	16.2	15.2	16.6	15.2	257.08	261.68	265.84
Northern Illinois University	53.8	56.4	57.2	13.8	12.8	12.6	17.0	15.9	15.6	11.1	10.4	10.1	259.87	263.42	257.95
S I U - Carbondale	55.9	56.2	58.2	14.4	14.4	13.5	12.0	11.7	10.5	14.3	13.5	13.6	272.42	275.55	277.06
S I U - Edwardsville	52.6	53.3	53.0	11.1	11.3	10.7	14.1	13.7	14.5	17.0	16.6	16.8	264.08	254.30	267.94
U of I - Chicago	65.9	65.5	67.8	7.4	6.1	6.1	8.7	10.5	10.1	16.8	16.8	14.8	306.68	304.50	315.96
U of I - Springfield	50.5	49.6	50.4	11.8	11.6	11.7	10.9	12.0	14.5	18.6	18.6	14.9	335.98	345.75	329.38
U of I - Urbana/Champaign	66.4	65.1	66.7	7.8	7.4	7.8	6.9	8.9	9.3	16.5	16.4	14.1	319.32	313.47	327.11
Western Illinois University	57.1	55.6	57.1	12.6	12.4	12.9	10.6	10.6	10.5	11.5	12.0	11.4	230.46	234.96	236.39

Source: IBHE Discipline Unit Cost Study

Note: The data reported reflect the actual cost per credit and distribution of costs by cost assignment area at each public university reported through the annual IBHE Academic Discipline Unit Cost Study. While the data collected through this study provide an accurate depiction of these costs at each individual university, they do not control for the significant differences in academic program and student mix and overall enrollment levels among institutions, which have a direct impact on these inter-institutional cost variances. For a more thorough treatment of this topic, the reader should review the annual Comparative Cost Studies at http://www.ibhe.org/Data%20Bank/downloads.htm#CostStudies.

Goal 6

Net Instructional Unit Costs at Public Community Colleges

	2000							
	TOTAL	TOTAL	Instruction		Support		O&M	
	FY02 $	COST	$	%	$	%	$	%
Black Hawk	210.38	197.13	72.18	36.6%	104.22	52.9%	20.73	10.5%
Chicago **	182.20	170.72	47.39	27.8%	98.71	57.8%	24.62	14.4%
Danville	265.60	248.87	93.04	37.4%	114.43	46.0%	41.41	16.6%
DuPage	190.62	178.61	88.64	49.6%	69.66	39.0%	20.31	11.4%
Elgin	DNS	DNS	DNS	DNS	DNS	DNS	DNS	DNS
Harper	245.64	230.16	86.11	37.4%	115.77	50.3%	28.28	12.3%
Heartland	221.26	207.32	76.01	36.7%	98.74	47.6%	32.56	15.7%
Highland	216.47	202.83	96.02	47.3%	83.28	41.1%	23.53	11.6%
Illinois Central	NA	NA	NA	NA	NA	NA	NA	NA
Illinois Eastern	145.84	136.65	64.65	47.3%	56.04	41.0%	15.96	11.7%
Illinois Valley	205.01	192.09	75.23	39.2%	65.70	34.2%	51.18	26.6%
Joliet	216.30	202.67	98.43	48.6%	79.40	39.2%	24.85	12.3%
Kankakee	194.62	182.36	80.15	44.0%	83.24	45.6%	18.97	10.4%
Kaskaskia	179.00	167.72	62.95	37.5%	86.62	51.6%	18.14	10.8%
Kishwaukee	212.61	199.22	87.54	43.9%	88.29	44.3%	23.39	11.7%
Lake County	262.89	246.33	102.05	41.4%	116.37	47.2%	27.90	11.3%
Lake Land	141.37	132.46	58.49	44.2%	57.70	43.6%	16.27	12.3%
Lewis & Clark	185.90	174.19	74.35	42.7%	73.00	41.9%	26.85	15.4%
Lincoln Land	227.66	213.32	93.36	43.8%	90.83	42.6%	29.13	13.7%
Logan	199.03	186.49	79.18	42.5%	87.01	46.7%	20.30	10.9%
McHenry	218.66	204.88	89.19	43.5%	97.48	47.6%	18.20	8.9%
Moraine Valley	204.22	191.35	92.05	48.1%	79.17	41.4%	20.13	10.5%
Morton	182.59	171.09	73.56	43.0%	69.45	40.6%	28.08	16.4%
Oakton	201.02	188.36	111.72	59.3%	57.78	30.7%	18.86	10.0%
Parkland	224.75	210.59	84.99	40.4%	99.54	47.3%	26.06	12.4%
Prairie State	240.18	225.05	92.88	41.3%	101.96	45.3%	30.21	13.4%
Rend Lake	164.57	154.20	78.40	50.8%	73.94	48.0%	1.87	1.2%
Richland	260.43	244.02	100.64	41.2%	125.35	51.4%	18.02	7.4%
Rock Valley	179.31	168.01	88.89	52.9%	62.72	37.3%	16.40	9.8%
Sandburg	235.89	221.03	101.53	45.9%	96.29	43.6%	23.21	10.5%
Sauk Valley	231.55	216.96	88.15	40.6%	103.30	47.6%	25.51	11.8%
Shawnee	185.50	173.81	62.71	36.1%	111.11	63.9%	-	0.0%
South Suburban	226.41	212.15	87.29	41.1%	79.59	37.5%	45.27	21.3%
Southeastern	195.30	183.00	87.93	48.0%	73.17	40.0%	21.91	12.0%
Southwestern IL (Belleville)	189.80	177.84	69.19	38.9%	83.29	46.8%	25.35	14.3%
Spoon River	235.97	221.10	96.76	43.8%	97.89	44.3%	26.46	12.0%
Triton	177.08	165.92	70.95	42.8%	71.13	42.9%	23.85	14.4%
Waubonsee	208.03	194.92	65.49	33.6%	129.44	66.4%	-	0.0%
Wood	209.72	196.51	82.25	41.9%	101.73	51.8%	12.53	6.4%

N/A - Not Available for Publication
DNS - Did Not Submit

Source: Illinois Community College Board

Goal 6

Net Instructional Unit Costs at Public Community Colleges

	2001							
	TOTAL	TOTAL	Instruction		Support		O&M	
	FY02$		$	%	$	%	$	%
Black Hawk	204.14	200.47	74.71	37.3%	102.33	51.0%	23.44	11.7%
Chicago **	175.53	172.37	47.56	27.6%	102.11	59.2%	22.70	13.2%
Danville	260.01	255.33	98.29	38.5%	117.86	46.2%	39.17	15.3%
DuPage	190.32	186.89	93.02	49.8%	71.86	38.5%	22.00	11.8%
Elgin	226.19	222.12	99.80	44.9%	122.32	55.1%	-	0.0%
Harper	258.82	254.16	91.02	35.8%	131.73	51.8%	31.41	12.4%
Heartland	210.23	206.45	90.38	43.8%	84.06	40.7%	32.00	15.5%
Highland	199.77	196.17	92.68	47.2%	78.76	40.1%	24.72	12.6%
Illinois Central	210.43	206.64	98.42	47.6%	79.21	38.3%	29.01	14.0%
Illinois Eastern	146.38	143.75	66.53	46.3%	60.62	42.2%	16.60	11.5%
Illinois Valley	231.76	227.59	84.36	37.1%	72.80	32.0%	70.43	30.9%
Joliet	208.78	205.02	99.92	48.7%	78.15	38.1%	26.94	13.1%
Kankakee	180.94	177.68	85.32	48.0%	70.34	39.6%	22.02	12.4%
Kaskaskia	194.86	191.35	73.85	38.6%	97.19	50.8%	20.31	10.6%
Kishwaukee	195.75	192.23	86.43	45.0%	81.34	42.3%	24.47	12.7%
Lake County	267.83	263.01	104.97	39.9%	125.55	47.7%	32.49	12.4%
Lake Land	155.89	153.08	66.79	43.6%	68.25	44.6%	18.04	11.8%
Lewis & Clark	178.32	175.11	67.26	38.4%	77.35	44.2%	30.50	17.4%
Lincoln Land	211.98	208.16	100.78	48.4%	73.35	35.2%	34.03	16.3%
Logan	188.56	185.17	79.26	42.8%	85.56	46.2%	20.35	11.0%
McHenry	237.60	233.32	90.48	38.8%	123.24	52.8%	19.59	8.4%
Moraine Valley	177.76	174.56	82.75	47.4%	71.44	40.9%	20.37	11.7%
Morton	176.27	173.10	74.15	42.8%	71.40	41.2%	27.54	15.9%
Oakton	190.57	187.14	109.68	58.6%	57.86	30.9%	19.60	10.5%
Parkland	230.34	226.19	85.91	38.0%	113.41	50.1%	26.88	11.9%
Prairie State	203.28	199.62	83.50	41.8%	80.89	40.5%	35.24	17.7%
Rend Lake	195.64	192.12	94.86	49.4%	71.68	37.3%	25.60	13.3%
Richland	249.86	245.36	110.57	45.1%	117.72	48.0%	17.07	7.0%
Rock Valley	201.85	198.22	96.35	48.6%	52.35	26.4%	49.52	25.0%
Sandburg	213.74	209.89	86.68	41.3%	104.53	49.8%	18.67	8.9%
Sauk Valley	249.95	245.45	90.95	37.1%	122.98	50.1%	31.52	12.8%
Shawnee	189.91	186.49	71.45	38.3%	115.04	61.7%	-	0.0%
South Suburban	223.38	219.36	86.35	39.4%	84.89	38.7%	48.11	21.9%
Southeastern	201.04	197.42	92.79	47.0%	78.98	40.0%	25.65	13.0%
Southwestern IL (Belleville)	186.18	182.83	72.16	39.5%	80.86	44.2%	29.82	16.3%
Spoon River	227.75	223.65	87.50	39.1%	106.26	47.5%	29.89	13.4%
Triton	170.39	167.32	69.81	41.7%	71.02	42.4%	26.50	15.8%
Waubonsee	191.00	187.56	63.25	33.7%	124.31	66.3%	-	0.0%
Wood	230.78	226.63	87.97	38.8%	124.21	54.8%	14.44	6.4%

N/A - Not Available for Publication
DNS - Did Not Submit

Source: Illinois Community College Board

Goal 6

Net Instructional Unit Costs at Public Community Colleges

	2002						
	TOTAL	Instruction		Support		O&M	
		$	%	$	%	$	%
Black Hawk	184.37	69.25	37.6%	91.56	49.7%	23.56	12.8%
Chicago **	189.70	48.97	25.8%	114.64	60.4%	26.09	13.8%
Danville	247.36	90.32	36.5%	105.46	42.6%	51.57	20.8%
DuPage	185.98	96.28	51.8%	70.25	37.8%	19.44	10.5%
Elgin	237.05	100.83	42.5%	136.22	57.5%	-	0.0%
Harper	249.80	89.71	35.9%	129.73	51.9%	30.36	12.2%
Heartland	176.82	75.31	42.6%	73.13	41.4%	28.38	16.0%
Highland	208.00	99.91	48.0%	74.10	35.6%	33.98	16.3%
Illinois Central	208.21	103.01	49.5%	77.59	37.3%	27.60	13.3%
Illinois Eastern	143.85	67.17	46.7%	62.19	43.2%	14.49	10.1%
Illinois Valley	237.09	89.81	37.9%	89.90	37.9%	57.39	24.2%
Joliet	211.38	101.08	47.8%	83.60	39.6%	26.70	12.6%
Kankakee	182.03	88.29	48.5%	72.65	39.9%	21.09	11.6%
Kaskaskia	172.40	72.99	42.3%	82.61	47.9%	16.80	9.7%
Kishwaukee	192.60	86.78	45.1%	81.06	42.1%	24.76	12.9%
Lake County	272.69	114.49	42.0%	128.06	47.0%	30.14	11.1%
Lake Land	159.10	67.68	42.5%	73.91	46.5%	17.50	11.0%
Lewis & Clark	190.43	70.00	36.8%	85.58	44.9%	34.84	18.3%
Lincoln Land	218.08	96.07	44.1%	81.72	37.5%	40.28	18.5%
Logan	193.06	80.45	41.7%	91.15	47.2%	21.45	11.1%
McHenry	227.12	94.22	41.5%	106.07	46.7%	26.82	11.8%
Moraine Valley	183.65	73.41	40.0%	88.99	48.5%	21.25	11.6%
Morton	165.42	72.42	43.8%	67.54	40.8%	25.46	15.4%
Oakton	170.57	101.14	59.3%	52.32	30.7%	17.11	10.0%
Parkland	221.41	85.71	38.7%	108.77	49.1%	26.93	12.2%
Prairie State	210.29	83.91	39.9%	96.64	46.0%	29.74	14.1%
Rend Lake	163.33	96.45	59.1%	43.49	26.6%	23.40	14.3%
Richland	244.78	104.10	42.5%	124.08	50.7%	16.61	6.8%
Rock Valley	236.53	85.80	36.3%	69.78	29.5%	80.95	34.2%
Sandburg	232.87	110.05	47.3%	104.68	45.0%	18.13	7.8%
Sauk Valley	250.05	91.11	36.4%	135.00	54.0%	23.94	9.6%
Shawnee	179.68	68.00	37.8%	111.68	62.2%	-	0.0%
South Suburban	172.58	82.30	47.7%	69.97	40.5%	20.31	11.8%
Southeastern	199.01	93.39	46.9%	79.64	40.0%	25.98	13.1%
Southwestern IL (Belleville)	175.63	73.53	41.9%	81.61	46.5%	20.49	11.7%
Spoon River	219.49	86.91	39.6%	106.99	48.7%	25.60	11.7%
Triton	177.39	67.49	38.0%	84.02	47.4%	25.88	14.6%
Waubonsee	187.39	68.27	36.4%	119.12	63.6%	-	0.0%
Wood	242.01	96.75	40.0%	130.18	53.8%	15.09	6.2%

N/A - Not Available for Publication
DNS - Did Not Submit

Source: Illinois Community College Board

Goal 6

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Public Universities

	Fall 1994 Cohort			Fall 1995 Cohort			Fall 1996 Cohort		
InstitutionName	**Cohort Headcount**	**150% Completer**	**Graduation Rate**	**Cohort Headcount**	**150% Completer**	**Graduation Rate**	**Cohort Headcount**	**150% Completer**	**Graduation Rate**
Chicago State University	631	73	11.6 %	612	99	16.2 %	563	100	17.8 %
Eastern Illinois University	1,623	1100	67.8 %	1538	1005	65.3 %	1640	1088	66.3 %
Illinois State University	2,388	1314	55.0 %	2958	1649	55.7 %	2892	1654	57.2 %
Northeastern Illinois University	682	100	14.7 %	812	115	14.2 %	799	113	14.1 %
Northern Illinois University	2,665	1251	46.9 %	2429	1196	49.2 %	2434	1248	51.3 %
S I U - Carbondale	2,353	892	37.9 %	2282	947	41.5 %	2404	964	40.1 %
S I U - Edwardsville	998	354	35.5 %	1085	449	41.4 %	1176	444	37.8 %
U of I - Chicago	2,483	925	37.3 %	2469	1037	42.0 %	2720	1198	44.0 %
U of I - Urbana/Champaign	5,731	4378	76.4 %	6109	4750	77.8 %	5946	4,734	79.6 %
Western Illinois University	1,445	673	46.6 %	1538	755	49.1 %	1477	750	50.8 %
Totals	20,999	11,060	52.7 %	21,832	12,002	55.0 %	22,051	12,293	55.7 %

Source: IPEDS Graduation Rate Survey

Goal 6

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time, Transfer or Still Enrolled at Public Community Colleges

	Fall 1997 Cohort			Fall 1998 Cohort			Fall 1999 Cohort		
InstitutionName	Cohort Headcount	Number Graduated, Transferred or Still Enrolled	Percent Graduated, Transferred or Still Enrolled	Cohort Headcount	Number Graduated, Transferred or Still Enrolled	Percent Graduated, Transferred or Still Enrolled	Cohort Headcount	Number Graduated, Transferred or Still Enrolled	Percent Graduated, Transferred or Still Enrolled
Black Hawk	917	558	60.9 %	930	551	59.2 %	831	498	59.9 %
City Colleges of Chicago	2,304	1,180	51.2 %	2,954	1,380	46.7 %	2,554	1,292	50.6 %
Chicago Daley	570	293	51.4 %	641	354	55.2 %	484	273	56.4 %
Chicago Kennedy-King	128	62	48.4 %	191	84	44.0 %	251	117	46.6 %
Chicago Malcolm X	289	128	44.3 %	294	119	40.5 %	256	121	47.3 %
Chicago Olive-Harvey	280	132	47.1 %	429	182	42.4 %	293	138	47.1 %
Chicago Truman	270	144	53.3 %	307	153	49.8 %	256	142	55.5 %
Chicago Washington	366	171	46.7 %	725	262	36.1 %	648	285	44.0 %
Chicago Wright	401	250	62.3 %	367	226	61.6 %	366	216	59.0 %
Danville	468	271	57.9 %	423	257	60.8 %	392	229	58.4 %
DuPage	2,736	1,649	60.3 %	2,812	1,759	62.6 %	2,473	1,495	60.5 %
Elgin	559	377	67.4 %	741	490	66.1 %	667	449	67.3 %
Harper	789	472	59.8 %	922	599	65.0 %	1,514	964	63.7 %
Heartland	339	207	61.1 %	334	205	61.4 %	541	363	67.1 %
Highland	308	199	64.6 %	314	206	65.6 %	340	208	61.2 %
Illinois Central	1,410	851	60.4 %	1,460	948	64.9 %	1,388	883	63.6 %
Illinois Eastern	639	410	64.2 %	571	367	64.3 %	599	414	69.1 %
Frontier	11	8	72.7 %	21	11	52.4 %	11	10	90.9 %
Lincoln Trail	209	138	66.0 %	218	135	61.9 %	172	113	65.7 %
Olney Central	216	140	64.8 %	164	112	68.3 %	179	134	74.9 %
Wabash Valley	203	124	61.1 %	168	109	64.9 %	237	157	66.2 %
Illinois Valley	500	326	65.2 %	530	371	70.0 %	541	374	69.1 %
Joliet	1,051	611	58.1 %	1,090	688	63.1 %	890	566	63.6 %
Kankakee	271	174	64.2 %	264	152	57.6 %	250	154	61.6 %
Kaskaskia	509	348	68.4 %	566	365	64.5 %	448	294	65.6 %
Kishwaukee	321	209	65.1 %	353	217	61.5 %	461	290	62.9 %
Lake County	737	473	64.2 %	740	481	65.0 %	765	512	66.9 %
Lake Land	856	551	64.4 %	818	575	70.3 %	903	623	69.0 %
Lewis & Clark	412	211	51.2 %	391	217	55.5 %	356	214	60.1 %
Lincoln Land	504	268	53.2 %	484	257	53.1 %	621	372	59.9 %
Logan	541	343	63.4 %	529	348	65.8 %	423	264	62.4 %
McHenry	302	200	66.2 %	262	171	65.3 %	284	182	64.1 %
Moraine Valley	1,419	935	65.9 %	1,553	1,018	65.6 %	1,308	876	67.0 %
Morton	3	3	100.0 %	330	223	67.6 %	268	169	63.1 %
Oakton	795	483	60.8 %	774	508	65.6 %	867	541	62.4 %
Parkland	757	496	65.5 %	784	534	68.1 %	698	451	64.6 %
Prairie State	444	261	58.8 %	475	284	59.8 %	363	213	58.7 %
Rend Lake	697	452	64.8 %	659	435	66.0 %	627	381	60.8 %
Richland	219	121	55.3 %	233	144	61.8 %	234	138	59.0 %
Rock Valley	921	571	62.0 %	763	517	67.8 %	620	380	61.3 %
Sandburg	386	215	55.7 %	327	218	66.7 %	289	169	58.5 %
Sauk Valley	362	210	58.0 %	358	221	61.7 %	313	204	65.2 %
Shawnee	94	44	46.8 %	102	63	61.8 %	194	105	54.1 %
South Suburban	392	227	57.9 %	267	159	59.6 %	313	189	60.4 %
Southeastern	258	128	49.6 %	210	108	51.4 %	248	148	59.7 %
Southwestern IL (Belleville)	871	537	61.7 %	815	526	64.5 %	918	554	60.3 %
Spoon River	302	188	62.3 %	243	164	67.5 %	268	194	72.4 %
Triton	1,125	643	57.2 %	1,114	653	58.6 %	1,045	652	62.4 %
Waubonsee	200	123	61.5 %	181	101	55.8 %	444	276	62.2 %
Wood	377	215	57.0 %	398	208	52.3 %	451	251	55.7 %
Totals	26,095	15,740	60.3 %	27,074	16,688	61.6 %	26,709	16,531	61.9 %

Source: Illinois Community College Board

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Private 4-Year Colleges and Universities

	Fall 1994 Cohort			Fall 1995 Cohort			Fall 1996 Cohort		
InstitutionName	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate	Cohort Headcount	150% Completer	Graduation Rate
American Academy of Art	---	---	---	133	67	50.4 %	123	75	61.0 %
Augustana College	543	393	72.4 %	605	439	72.6 %	574	428	74.6 %
Aurora University	144	62	43.1 %	122	65	53.3 %	145	62	42.8 %
Benedictine University	265	149	56.2 %	245	135	55.1 %	231	122	52.8 %
Blackburn College	167	65	38.9 %	157	60	38.2 %	142	56	39.4 %
Blessing-Rieman College of Nursing	40	23	57.5 %	31	14	45.2 %	26	8	30.8 %
Bradley University	1,040	700	67.3 %	1,009	674	66.8 %	945	663	70.2 %
Columbia College Chicago	757	191	25.2 %	939	249	26.5 %	868	235	27.1 %
Concordia University	170	91	53.5 %	---	---	---	181	109	60.2 %
DePaul University	1,152	651	56.5 %	1,225	727	59.3 %	1,122	705	62.8 %
DeVry University-DuPage Campus	483	113	23.4 %	591	206	34.9 %	---	---	---
DeVry University-Illinois	571	70	12.3 %	601	179	29.8 %	1,341	409	30.5 %
Dominican University	132	83	62.9 %	124	78	62.9 %	153	97	63.4 %
Elmhurst College	208	143	68.8 %	253	173	68.4 %	222	158	71.2 %
Eureka College	97	52	53.6 %	139	76	54.7 %	128	67	52.3 %
Greenville College	226	102	45.1 %	210	94	44.8 %	249	135	54.2 %
Hebrew Theological College	32	8	25.0 %	29	15	51.7 %	26	9	34.6 %
Illinois College	306	158	51.6 %	223	118	52.9 %	200	116	58.0 %
Illinois Institute of Technology	435	194	44.6 %	229	120	52.4 %	246	136	55.3 %
Illinois Wesleyan University	517	401	77.6 %	512	412	80.5 %	592	493	83.3 %
International Acad. of Design & Tech.	---	---	---	---	---	---	106	37	34.9 %
ITT Tech. Inst. - Mount Prospect	---	---	---	99	47	47.5 %	162	75	46.3 %
Judson College	---	---	---	---	---	---	131	63	48.1 %
Kendall College	---	---	---	50	21	42.0 %	57	25	43.9 %
Knox College	268	197	73.5 %	304	216	71.1 %	310	218	70.3 %
Lake Forest College	229	137	59.8 %	266	178	66.9 %	324	226	69.8 %
Lewis University	294	127	43.2 %	331	155	46.8 %	312	169	54.2 %
Lincoln Christian College	119	44	37.0 %	136	44	32.4 %	151	79	52.3 %
Lincoln College	---	---	---	---	---	---	305	170	55.7 %
Loyola University of Chicago	1,105	717	64.9 %	1,182	793	67.1 %	1,063	747	70.3 %
MacMurray College	167	79	47.3 %	175	74	42.3 %	157	70	44.6 %
McKendree College	136	56	41.2 %	188	102	54.3 %	309	155	50.2 %
Midstate College	---	---	---	---	---	---	60	14	23.3 %
Millikin University	436	264	60.6 %	494	303	61.3 %	497	301	60.6 %
Monmouth College	303	171	56.4 %	308	188	61.0 %	282	168	59.6 %
Moody Bible Institute	---	---	---	---	---	---	276	174	63.0 %
National-Louis University	307	62	20.2 %	240	55	22.9 %	221	57	25.8 %
North Central College	---	---	---	330	225	68.2 %	312	204	65.4 %

Source: IPEDS Graduation Rate Survey

Goal 6

Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree Within 150% of Catalog Time at Private 4-Year Colleges and Universities

	Fall 1994 Cohort			Fall 1995 Cohort			Fall 1996 Cohort		
InstitutionName	**Cohort Headcount**	**150% Completer**	**Graduation Rate**	**Cohort Headcount**	**150% Completer**	**Graduation Rate**	**Cohort Headcount**	**150% Completer**	**Graduation Rate**
North Park University	180	93	51.7%	---	---	---	290	151	52.1%
Northwestern University	1,866	1,717	92.0%	1,948	1,784	91.6%	1,947	1,812	93.1%
Olivet Nazarene University	374	218	58.3%	389	199	51.2%	400	205	51.3%
Principia College	---	---	---	131	98	74.8%	119	91	76.5%
Quincy University	302	117	38.7%	259	121	46.7%	283	129	45.6%
Robert Morris College	1,073	681	63.5%	795	518	65.2%	656	393	59.9%
Rockford College	153	105	68.6%	127	91	71.7%	95	46	48.4%
Roosevelt University	118	28	23.7%	131	32	24.4%	153	40	26.1%
School of the Art Inst. Chicago	213	92	43.2%	223	95	42.6%	223	111	49.8%
St. Augustine College	---	---	---	508	97	19.1%	355	88	24.8%
St. Xavier University	232	121	52.2%	226	123	54.4%	203	104	51.2%
The Illinois Institute of Art-Chicago	---	---	---	---	---	---	205	115	56.1%
The Illinois Institute of Art-Schaumburg	---	---	---	---	---	---	84	53	63.1%
Trinity Christian College	139	78	56.1%	---	---	---	150.00	72	48.0%
Trinity College-Nursing	---	---	---	---	---	---	121.00	109	90.1%
Trinity International University	167	66	39.5%	---	---	---	162.00	70	43.2%
University of Chicago	919	779	84.8%	981	826	84.2%	978	872	89.2%
University of St. Francis	152	94	61.8%	165	97	58.8%	151	67	44.4%
Wheaton College	552	462	83.7%	546	475	87.0%	557	477	85.6%
Totals	17,089	10,154	59.4%	17,909	10,858	60.6%	19,681	12,040	61.2%

Source: IPEDS Graduation Rate Survey

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